DOCUMENT RESUME

ED 058 674 24 EA 004 076

AUTHOR Frasher, James M; Bentley, Ernest L.
TITLE The Four-Quarter School Year as Implemented in Metropolitan Atlanta Secondary Schools. Final Report.
INSTITUTION Georgia State Univ., Atlanta.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-0-D-043
PUB DATE Aug 71
GRANT OEG-4-70-0052
NOTE 97p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Counselors; Critical Incidents Method; Curriculum Development; *Educational Objectives; Extended School Year; Flexible Scheduling; Interviews; *Metropolitan Areas; Principals; Professional Recognition; Program Effectiveness; *Program Evaluation; *Quarter System; Questionnaires; School Systems; *Secondary Schools; Social Factors
IDENTIFIERS Atlanta; Georgia

ABSTRACT

This investigation had as its objective to collect relevant information in a systematic fashion concerning the actual, implemented four-quarter program. The investigators sought to identify what was currently operational in cooperating metropolitan school systems and to assess the degree to which the operational four-quarter plan meets the objectives upon which the plan was formulated. Factual data were gathered in a series of interviews with central office personnel, and with the principals and counselors of numerous secondary schools. Related literature, including unpublished documents and working papers of the cooperating school systems, was reviewed; and a survey instrument was designed, tested, and implemented. Responses were received from the students and professional staffs of 31 high schools from four Metropolitan Atlanta school systems. Analysis of the results indicate a wide diversity between systems and among schools within the systems in their achievement levels relative to the objectives for the ideal four-quarter plan. (Author)

ED 058674

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Final Report

Project No. 0-D-043
Grant No. 4-70-0052

THE FOUR-QUARTER SCHOOL YEAR AS IMPLEMENTED IN METROPOLITAN ATLANTA SECONDARY SCHOOLS

James M. Frasher and Ernest L. Bentley

Georgia State University
Atlanta, Georgia

August, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

EM 004 076

Table of Contents

	Page
List of Tables	i
List of Figures	iv
Chapter One	1
Introduction	1
Statement of the Problem	3
Review of Related Literature	3
Administrative Variables	4
Social Implications	7
Professional Enhancement	8
Program Flexibility	10
Scheduling Flexibility	11
Revised Curriculum	11
Procedures	11
Instrumentation	11
Sample	13
Data Treatment	13
Chapter Two	14
Historical Background and Development	14
Planning for Atlanta	15
Committee Guidelines	15
Curriculum	19
Guidance and Orientation	19
Administrative	19
Personnel	20
Informing the Community	20
Implementing the Plan	20
Courses for Schools	20
Atlanta City School System	21
Administrative Variables	21
Social Implications	27
Professional Enhancement	27
Program Flexibility	30
Scheduling Flexibility	32
Revised Curriculum	36
Clayton County School System	38
Administrative Variables	38
Social Implications	40
Professional Enhancement	42
Program Flexibility	42
Scheduling Flexibility	45
Revised Curriculum	48
Decatur City School System	50
Administrative Variables	50
Social Implications	52
Professional Enhancement	52
Program Flexibility	54
Scheduling Flexibility	54
Revised Curriculum	58

Gwinnett County School System..... 60
Administrative Variables..... 60
Social Implications..... 62
Professional Enhancement..... 64
Program Flexibility..... 66
Scheduling Flexibility..... 68
Revised Curriculum..... 71
Chapter Three..... 74
Summary..... 74
Conclusions..... 74
Administrative Variables..... 75
Social Implications..... 75
Professional Enhancement..... 76
Program Flexibility..... 76
Scheduling Flexibility..... 76
Curriculum Revision..... 77
Notes..... 78
Bibliography..... 83
Appendix..... 85

List of Tables

	Page
Table 1-1 "Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Atlanta City Public School System"	26
Table 1-2 "Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Atlanta City Public School System:	28
Table 1-3 "Number and Percent of Recorded `Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Atlanta City Public School System"	29
Table 1-4 "Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Atlanta City Public School System"	31
Table 1-5 "Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Atlanta City Public School System"	33
Table 1-6 "Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Atlanta City Public School System"	37
Table 2-1 "Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Clayton County School System"	39
Table 2-2 "Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Clayton County School System"	41
Table 2-3 "Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Clayton County School System"	43
Table 2-4 "Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Clayton County School System"	44

Page

Table 2-5 "Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Clayton County School System" 46

Table 2-6 "Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Clayton County School System" 49

Table 3-1 "Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Decatur City School System" 51

Table 3-2 "Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Decatur City School System" 53

Table 3-3 "Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Decatur City School System" 55

Table 3-4 "Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Decatur City School System" 56

Table 3-5 "Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Decatur City School System" 57

Table 3-6 "Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Decatur City School System" 59

Table 4-1 "Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Gwinnett County School System" 61

Table 4-2 "Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Gwinnett County School System" 63

Page

Table 4-3 "Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Gwinnett County School System" 65

Table 4-4 "Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Gwinnett County School System" 67

Table 4-5 "Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the G innett County School System" 70

Table 4-6 "Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Gwinnett County School System" 73

List of Figures

			Page
Figure 1	-	The Fourth or Summer Quarter	16
Figure 2	-	Atlanta Public Schools Fourth Quarter Enrollment 1969	22
Figure 3	-	Atlanta Public Schools Fourth Quarter Enrollment 1970	23
Figure 4	-	A Comparison of Per Pupil Expenditures	24

Chapter One: Introduction

Extended school year proposals figure prominently in discussions relative to techniques of increasing educational opportunity. Although the extended school year concept is not new, there is considerable national interest in this concept at the present time.

The school systems of metropolitan Atlanta, following extensive planning and curriculum revision, implemented a four-quarter school year in secondary schools in the fall of 1968. Since that time a great deal of national interest has been exhibited in the progress of this important educational innovation.

In recognition of this interest and in response to the often expressed desire of some Atlanta schoolmen for some assessment of the progress through the four-quarter plan toward meeting the objectives underlying its adoption this study was conceived and conducted.

Two previous studies of the extended school year in metropolitan Atlanta preceeded this investigation. In 1957 a cooperative study was undertaken by the school systems of Atlanta City, DeKalb County and Fulton County. In a summary report the following problem was stated:

> Early in January of this year there was a considerable expression of interest among the public and press of the Atlanta area regarding the practicability of operating the public schools during the entire calendar year. Since such a change as this would necessitate a major social readjustment within the community, the three boards responsible for public education in the Atlanta area agreed that this proposal should be studied jointly by personnel from the Atlanta, DeKalb County, and Fulton County School Systems. Accordingly, the three superintendents appointed the committees listed below and instructed this committee to prepare together a study of the all-year school.[1]

Following an examination of pros and cons, the study commission submitted the following observations and conclusions:

1. The plan is not new. It has been tried in many places since the early 1900's but especially since 1920.

2. We have not found a record of a single school system in the United States that has tried the plan and is still using it.

3. The plan has certain advantages and we have taken cognizance of these advantages in this report.

4. It is our judgment, however, that the disadvantages we have listed in the report far outweigh the advantages.

5. The plan, while initially providing more classroom space, will not in the long run save money if we continue to offer the same quality program we now offer. On the contrary, we believe the plan will cost more money. The saving in capital outlay will be overbalanced by greatly increased expenses in instructional services, maintenance, transportation, and air conditioning.

The committee does not intend its report and conclusions to indicate opposition to the use of school facilities in the summer for remedial work, special opportunities for the gifted, a general enrichment program, and in-service education for teachers. This kind of use of buildings did not come within the delegated responsibility of the committee. The committee has, therefore, confined itself to a study of the four-quarter twelve months school plan.[2]

The reason that the extended school year is often considered an enigma is illustrated by recent actions taken by the metropolitan school systems of Atlanta. Ten years after the study just discussed, metro educators again turned to the extended school year - the four-quarter school year specifically, as a possible means for improvement in the existing school programs. The critical difference in this approach of a decade later was that the motivation and impetus were based on educational possibilities and <u>not</u> primarily on physical and fiscal advantages.

In contrast to earlier programs, the metropolitan Atlanta steering committee proposed the four-quarter school year as a way of organizing the high school calendar to provide year-round educational opportunities with a flexible schedule. A school operating on this plan can offer to every student a program designed to meet his individual needs by providing for:

. . . regular instruction
. . . enrichment opportunities
. . . remedial work
. . . exploratory opportunities.[3]

An exploratory study of the metro program reported in September, 1969, identified general information concerning reasons for the new approach, expected advantages and disadvantages, attitudes toward the plan, and public information status. Survey techniques were utilized - personal interviews utilizing interview guides, questionnaires and sufficient information was collected to warrant the following

statements about the four-quarter in the four school systems surveyed:

> . . . Strong support exists in sampled groups - professional educators, parents in general, and community influentials.
> . . . Basic agreement exists among the groups surveyed on reasons for the change, possible advantages and disadvantages, perceived changes and the state of implementation.
> . . . Support is based on curriculum revision, increased flexibility, student advantages, and increased benefit from personnel and buildings.[4]

Development trials were undertaken with questionnaire instrumentation and personal interview techniques. The groundwork was completed for a comprehensive study and more objective reporting.

National interest has been made apparent. Articles have appeared in The National Observer, Time, and U. S. News and World Report on the national scene and in various local papers in other states as metropolitan Atlanta personnel have been invited to speak on various aspects of the program. There is generally a smattering of the sensations in news media reports and rarely the kinds of information useful in replicating the installation of such a massive undertaking.

However, the groundswell of interest evidenced in studies such as those summarized, current interest in periodicals and the popular press, and inquiries from school systems over the nation - over 300 inquiries were received by the Atlanta Public Schools alone in a six-month period during 1969 - demonstrate the need for information useful in adoption, adaption or invention in other local settings.

Statement of the Problem

The primary objective of this investigation was to collect relevant information concerning the actual, implemented four-quarter program in a systematic fashion. Specifically, the investigators sought to identify what is currently operational in cooperating metropolitan school systems and to assess the degree to which the plan was formulated.

Review of Related Literature

An exploratory study of the four-quarter school year in the metropolitan Atlanta area revealed that members of the school and civic community had certain common concerns and expectations in terms of a four-quarter school year.[5] The major concerns were centered around the administrative variables such as financing, maintenance, record keeping, and scheduling. The common expectations revealed five major thrusts:

1. Social Implications - The four-quarter school year would be an articulation of the educational institution's activities in response to societal needs and demands.

2. Professional Enhancement - The four-quarter school year would provide for extended utilization and development of talents, skills, and competencies of those engaged in educational activities.

3. Program Flexibility - The four-quarter year would provide a diversity of educational experiences sufficient to meet the interests and needs of individual students.

4. Scheduling Flexibility - The four-quarter school year would remove administrative restrictions governing the flow of the educational process, which was defined as student need and course offering.

5. Revised Curriculum - The four-quarter school year would necessitate a drastic reorganization which would provide an opportunity for continuous revision of courses and course content to achieve relevance in relation to expanding knowledge.

A review of the literature in terms of each of these concerns and expectations revealed that the early attempts at year-round schools that were most publicized were concerned primarily with the economic aspects of the plan. In these early attempts, since parental support was a key factor in their success, some thought was given to social implications. An emphasis on flexible programs for students was apparent only in later attempts at year-long schools. All types of year-long schools discussed in the literature, those that had been tried and those that were plans only, were plagued with common problems in the areas of administration and public acceptance.

In all instances in the literature, the administrative variables, particularly financing, were discussed. In the case of the early trials of a four-quarter plan, the administrative variables were the primary topics of discussion. In later literature, priorities of school systems seemed to change, and other concerns or expectations became the focal points of plans.

Administrative Variables

The most widely mentioned administrative concern of the school systems which tried a year-long school was financing. The Aliquippa,

Pennsylvania, year-long school was initiated as an attempt to fully utilize existing school facilities rather than build new ones. A report at the end of five years stated that the plan had been economically successful. The additional cost of maintenance and additional teachers had been offset by the savings in capital outlay funds.[6] Ambridge, Pennsylvania, also reported that the four-quarter plan had succeeded in reducing the per pupil cost.[7]

Nashville, Tennessee, abandoned its four-quarter plan because of the lack of economic success. The plan increased teacher needs and did not reduce the building needs of the system.[8] The four-quarter plan in Newark, New Jersey, which was initiated for reasons other than economy, was abandoned during the depression in order to reduce costs.[9] Mason City, Iowa, and Chattanooga, Tennessee, all tried a four-quarter year and abandoned it. The financial success of these programs is not available in the literature.

Park Elementary School in the Hayward School District, Haywood, California, began a modified version of the four-quarter plan in 1967. Each quarter has approximately fifty days, and there are three weeks between quarters. The operational costs are about 15 percent higher than for a standard school year. But the purpose of this plan was not to cust costs.[10]

The Valley View 45-15 Plan in Lockport, Illinois, and the 9-3 Plan of the Becky-David Elementary School in St. Charles, Missouri, provided for students to attend classes nine weeks and be off three. Each of the four sections of students would be off a different three weeks. The Valley View School District estimates that the 45-15 Plan will save the school district four to six million dollars in the next few years.[11]

Many feasibility studies of the four-quarter plan for certain school districts were made. A San Mateo County, California, study concluded that the four-quarter plan would be more expensive that double sessions.[12] Los Angeles city schools rejected a four-quarter year because the economic variables were unpredictable and there could be no assurance that the savings from capital outlay would offset these variables.[13] The Atlanta Public Schools concluded in 1962 that a four-quarter year would cost in excess of one million dollars more than a regular school year.[14]

Utica Community Schools in Utica, Michigan, made a study in 1970 that showed that a mandated four-quarter plan could save the school district $100,000,000 in ten years but would alienate over 80 percent of the voters.[15] Port Huron Area School District's study showed that a mandated four-quarter plan would save approximately three mills annually.[16]

Most of the critics of the four-quarter plan cite financing as the major obstacle to overcome, and the key factors most often mentioned that provide the financial problems were the necessity for air conditioning, additional cost of maintenance of buildings, additional administrative and teacher personnel, and additional transportation costs. Alvin N. Zachrich stated that air conditioning was a pre-requisite for using buildings the year round,[17] and Anthony Scala

pointed out the great cost of installing air conditioning in thousands of buildings not designed for it.[18]

When the Aliquippa plan was abandoned, one of the disadvantages cited was that maintenance of the buildings was a major problem. One critic suggested that additional employees would have to be hired during the regular year for maintenance, whereas under a traditional school year regular employees took care of the maintenance during the summer.[19] Andrew Adams suggested that schools, like large industries, could operate on a twelve month basis without becoming run down. One week periods between quarters could be used for major repairs.[20] William J. Fitzpatrick concurred that the lack of time for maintenance would be a problem.[21] W. Scott Bauman devised a four-quarter plan which called for all schools to be closed in July for maintenance.[22] An increase of $900,000 was projected in the Los Angeles study to cover building maintenance.[23] All of the additional costs for maintenance was a result of the concern that building repair should not take place during the school day and interfere with the activities of the students.

The Florida Research and Development Council's feasibility study of a four-quarter system for Polk County, Florida, concluded that the administration of schools under a four-quarter year would be like four schools in one building with four starts and stops. Thus the administration would quadruple.[24] Adams, in defense of the four-quarter system, argued that the use of data processing systems and increased school personnel were already becoming common in the schools and the four-quarter system would only make use of these additions.[25] An additional expenditure of one million dollars would have been necessary, according to the Los Angeles City Schools study, for the required supportive personnel to operate a four-quarter system in Los Angeles.[26]

The need for additional teachers under a four-quarter plan is generally accepted as an economic factor in the consideration of a four-quarter year. The Polk County study concluded that in most cases additional teachers would be necessary.[27] The lack of an equal distribution of students in each of the four quarters would reduce the student-teacher ratio.[28] A minimum of twenty-one teachers in a seven-grade elementary school would be required to achieve a fully-graded classroom situation under the quarter system with each teacher having pupils of comparable age and grade placement.[29] Additional teachers would be required to maintain a 30-1 ratio if there were less than 540 pupils in a school. Teacher salary costs would rise if there were less than 648 pupils per school.[30] In 1965-6 Polk County would have needed to add 168½ more elementary teachers under the quarter system.[31]

The quadrupled administrative problems of a four-quarter school would include four separate bus schedules.[32] Decreased density of pupils transported by bus would lead to increased per pupil transportation costs.[33] The Los Angeles City Schools study concluded that a four-quarter year would increase the transportation costs by at least one million dollars per year.[34]

A close look at all of the administrative variables that proved to be of concern in the metropolitan Atlanta exploratory study shows that they are related to financing.[35] Increased record keeping and greater problems in scheduling were recognized problems by the Atlanta City Schools[36] and Fulton County Schools.[37] These problems could be solved with the required additional funds for more administrative and teacher personnel. Since these systems stated that the purpose of a four-quarter school year was to provide more educational opportunities for students, the increased expenditures necessary for maintenance, record keeping, and scheduling were accepted.

Social Implications

School authorities in districts which have tried various year-round plans and committees which have studied these plans usually list parental objection to a non-summer vacation as one reason for failure of the program. One of the main disadvantages reported by the Aliquippa School Superintendent when the four-quarter plan was abandoned in that district was this same parental objection.[38] In the Aliquippa plan one-fourth of the students were assigned to a vacation during each quarter.[39] The arbitrary assignment of students to quarters to equalize distribution has been one of the main objections to a year long school year.[40] The San Juan, California School Board abandoned an all-year high school plan because of poor parental support.[41] Parental opposition in the New York Metropolitan area to a compulsory four-quarter plan was probably due to compulsory acceleration that was implied for successful students.[42] A Los Angeles study committee concluded that the principal obstacle to overcome in the establishment of a twelve month school year was the opposition of parents.[43] Of the parents who responded to a poll of eight organizational plans in Polk County, Florida, only 1.7% favored a four-quarter plan.[44]

A poll of administrators conducted by Nation's Schools revealed the opinion that parents preferred summer vacations, and that some few areas remain where children are needed at home during the summer to help tend crops.[45] Zachrich expands parental objection from the scope of family vacations and compulsory acceleration to include the working mother who would have difficulty because some children would always be at home.[46]

Several year-round plans have been designed with the purpose of overcoming parental objection. Andrew Adams' plan reorganized grade levels and planned a student's vacation schedule over an eleven year period.[47] In an earlier article Adams had concluded that parents could be persuaded to alter their living habits if they are convinced that schools are doing a better job.[48] Horace C. Hartsell expressed this same view in 1953 when he designed a year-round school based on the assumption that public opinion would support a well-planned summer enrichment program concerned primarily

with recreations and handicrafts and with a built-in one month vacation.[49] Another all-year plan which has a built-in one month vacation also provides that all students in one family should have the same quarter off.[50]

Fulton County, Georgia, schools' four-quarter plan now requires that students attend the first three quarters of each year with the fourth quarter optional. As the program becomes fully implemented, a student may choose any three quarters during the year to attend. No pressure is put on parents or students to attend the summer quarters.[51] Atlanta, Georgia, school system's four-quarter plan allows a student to choose the three quarters he wishes to attend. The only stipulation to this choice in the beginning of the program was that he must attend four consecutive quarters before he could choose a vacation quarter other than the summer one.[52]

W. Scott Bauman, in defense of his all year school plan, states that one advantage is that only one-fourth of the students would be out of school at any one time, and as a result, temporary jobs would be easier to find.[53] This concept of job availability plus the concept of student-family choice of which quarters to attend school that are incorporated into the most recent plans seem to negate the issues that year-round schools would drastically change the family, vacation, cultural, economic, and employment patterns and minimaized parents by tending to absorb more and more of the functions traditionally assigned to home and family.[54]

There are other social concerns about a four-quarter plan that have been expressed, and no one has yet addressed an answer to these. One such concern is that juvenile delinquency would rise because there would always be one-fourth of the students in a community not in school.[55]

Another typical concern is based on the assumption that a year-long program would accelerate the progress of students. The business world is not ready for seventeen year-old high school graduates.[56] In some areas of the country the climate, too-cold winters, would eliminate almost entirely, a winter vacation for all students.[57]

The Atlanta School System and the Fulton County School System have responded to societal needs and demands by offering a variety of experiences in the school during each quarter that would fit the needs of individuals. Any attempt at arbitrary assignment of students to particular vacations or to change family living patterns in order to make the four-quarter system economically feasible would be a contradiction of the purpose. The school, instead, is attempting to become flexible enough so that it will not dictate the pattern that a family or an individual student must follow.

Professional Enhancement

In the earliest four-quarter plans that were instituted primarily for the purpose of economy it was realized that the success

of these plans depended not only on public acceptance but also on making the plan attractive to teachers. Early ideas of professional enhancement reflected in the literature involved giving teachers an opportunity to make more money by giving them a twelve-month contract.[58] In 1948 the Glencoe, Illinois, plan expanded the concept of professional enhancement by adding to a 20% salary increase, a full month's vacation in August and a two month period of varied experiences. Teachers were enthusiastic about this program because experiences during these two months, June and July, alternated among recreational activities in the communities, workshops to improve competency, curriculum revision, college courses, and foreign and regional travel.[59] A similar plan for teachers was instituted by the South Park Schools, in Beaumont, Texas.[60] Defenders of the four-quarter year often cite that teacher efficiency would increase. W. Scott Bauman reasons that as a result of having only 75% of the students in school, the teaching staff would be reduced by 25% and the best teachers could be retained.[61]

The concept of professional enhancement as related to the four-quarter system has progressed from the idea of a salary increase to a teacher efficiency increase. Some evidence is seen that a prolonged school year might lessen the quality of teaching and impair professional development.[62] Sixty-seven percent of the administrators who responded to an opinion poll about teachers on duty all year said that teachers needed more than two or three week vacations.[63]

One year-long program considered the teacher above all else. This unique design called for a teacher to work five consecutive forty-four week years and have the sixth year off at full pay. He could work the sixth year at double pay.[64] There are many obvious advantages here for personal enhancement of the teachers, but this proposal, like all of the programs and ideas cited, did not view professional enhancement beyond the realm of the personal enhancement of the teacher.

Scala reinforced the personal aspect when he discussed the opposition of the teachers' union in the New York City Schools to an extended school year.[65]

Professional enhancement as the extended utilization of talents and skills is reflected in the literature only when one of the primary aims of the four-quarter system is curriculum revision and program flexibility. Rebecca Dennard, in her description of the Physical Education program in Fulton County as a result of the revised curriculum, states that the new curriculum offerings allow the system to consider the interests and competencies of the teachers in assigning courses to them. The quality of instruction will be improved, and new staff members with particular talents can be added as needed.[66] The descriptions of all of the courses in Fulton County,[67] in the Atlanta Schools,[68] and the Intersystem Catalog of five metropolitan Atlanta area systems[69] indicate that the opportunity for the utilization and development of talent is possible in all other areas.

Program Flexibility

The four-quarter plan as designed in some systems provided for additional activities offered only in the summertime. These activities varied from recreational pursuits in the Beaumont, Texas plan and community acitivites in Glencoe, Illinois,[71] to remedial work which has always been the concept of the traditional summer school programs. The concept of program flexibility is not evident in these types of plans. The early plans which perceived the fourth quarter as another academic quarter just like the traditional three quarters did not reveal any evidence of program flexibility as such. However, any plan reflects some program flexibility when it cites as an advantage to the program that a student can immediately repeat a quarter he had failed. Aliquippa schools considered this immediated repetition of courses that a student had failed as an advantage,[72] as did the Newark schools.[73] Both systems also reflected program flexibility when they stated that a child could accelerate his progress in school by attending all four quarters. In Newark, where the program was implemented from 1912 to 1931 in an area of socially, educationally, and linguistically handicapped students, it was most desirable to make up failures in a shorter time and reach a higher grade before dropping out.[74] Program flexibility should be one of the primary purposes of the four-quarter year according to some writers. Students would have a wider choice of courses during the summer quarter in a four-quarter year than he would during a traditional summer school.[75]

One of the most important aspects of a year-round school proposal by Frank B. May was that the program would be flexible enough to offer the student more opportunities to pursue individual interests and talents.[76] One of the advantages of the Syosset Plan was to add a new dimension to the concept of individual progress.[77]

Program flexibility is illustrated in the courses described in the five metropolitan Atlanta schools' Intersystem Course Guide.[78] The availability of courses which will allow a student to pursue in depth a particular interest is illustrated in the revised Physical Education program in Fulton County. Sequence courses are held to a minimum. The county requires twelve quarters of Physical Education. Ten of these must be divided among team sports, individual sports, and personal fitness. The remaining may be elected from team or individual sports.[79]

May's proposal for a four-quarter school year reflects a unique aspect of program flexibility. The student who has accelerated his progress and graduates early but is not mature enough to go off to college can take college work on the high school campus.[80]

The Flexible All-Year School, as conceived by John McClain, to be instituted in 1972, allows the school to operate continuously. A student may enter whenever he is ready, need not wait a year because of his birthdate, and cannot fail at the end of the year

because there is no "end." All instruction is individualized. A student may take a vacation when he chooses.[81]

Scheduling Flexibility

No mention of scheduling flexibility is made in the accounts of the four-quarter schools which have existed in the past or those that are proposed.

The Atlanta School System considers scheduling flexibility one of the major ways of meeting the needs of individual students. For example, part-time schedules on a year-round basis are available to those who work part-time.[82] The program flexibility inherent in the metro Atlanta systems under the four-quarter plan is dependent upon scheduling flexibility for its success.

Revised Curriculum

Curriculum revision has not been a primary concern of the literature in the discussions of four-quarter plans that have been tried or proposed. Indeed, curriculum revision was mentioned only once in literature that was concerned with plans outside the metropolitan Atlanta area. The Glencoe, Illinois, plan provided for teachers to spend some time during the summer working on curriculum revision.[83]

The Atlanta School system states that "the four-quarter plan of operation was selected as a vehicle through which this major curriculum renovation could be realized.[84] Fulton County, like its neighboring Atlanta system, revised its curriculum so that approximately 70% of the courses are non-sequential. Fulton County considers its new curriculum to be one of the most important contributions to education.[85]

Procedures

Survey techniques were employed to collect relevant information concerning the operational four-quarter plan in cooperating metropolitan school systems and to assess the degree to which the operational four-quarter plan meets the objectives upon which the plan was formulated. Factual data were gathered in a series of interviews with central office personnel and principals and counselors of a number of participating secondary schools. A review of related literature which included numerous unpublished documents and working papers of the cooperating school systems was undertaken. Finally a survey instrument was designed, tested, and implemented.

Instrumentation

A pilot study was conducted which included; 1) a preliminary review of related literature, 2) open-ended information gathering

interviews with local superintendents and members of the original four-quarter plan steering committee, 3) interviews with selected community influentials, and 4) the administration of a questionnaire to a stratified sample of parents, students, teachers and principals in metropolitan Atlanta. The data amassed through the pilot study was examined and analyzed by the project team.

A factual analysis revealed that the professionals, students, parents, and community influentials included in the sample of the pilot study shared five common expectations of the four-quarter plan. These expectations were designated the following descriptive titles: 1) social implications, 2) professional enhancement, 3) program flexibility, 4) scheduling flexibility, and 5) revised curriculum.

It was either hoped or believed by participants in the pilot study that the four-quarter plan would enable the educational systems to articulate their bureaucratic activities in great response to societal needs and demands. Theoretically, students could graduate in less than four years, students could choose any of the four quarters for vacation or employment, and the employment market would not be flooded with all students seeking employment at the same time. These and other similar expectations were classified as social implications of the four-quarter plan.

The second major factor derived from the pilot study data was that of professional enhancement. It was expected that the four-quarter school year would provide for extended utilization and development of the talents, skills, and competencies of those professionals engaged in educational activities.

The third factor, program flexibility, consisted of the general expectation that the four-quarter school year would provide a quarter diversity of educational experiences sufficient to meet the interests and needs of a greater percentage of individual students than did the previous organizational plan.

The fourth major expectancy expressed in the pilot study was termed scheduling flexibility. This was defined as the removal of existing administrative restrictions governing the flow of the educational process in relation to student need and course offering.

It was also widely held that the four-quarter school year would necessitate a drastic reorganization which would provide an opportunity for curriculum revision. In addition it was believed that once undertaken, the process of curriculum revision could be established to permit continuous revision of courses and course content to achieve relevance in relation to expanding knowledge.

Having thus established that the major goals or expectations underlying the adoption of the four-quarter plan were 1) social implications, 2) professional enhancement, 3) program flexibility, 4) scheduling flexibility, and 5) curriculum revision, the project staff sought to develop an instrument to assess the degree of goal

achievement in each area. Due to the interest or concern regarding certain administrative variables such as financing and school building maintenance a sixth dimension entitled administrative variables was added.

The first step toward the development of the assessment instrument was a thorough search of the literature on extended school year plans as it related to each of the six factors of concern. Since the one of the major purposes of this investigation was to describe the actual, operational four-quarter plan, it was determined to employ the critical incident technique.

A number of observable events believed to provide concrete support for each of the six major factors, or goals, were written. A panel of four judges was selected, given the definitions of the six factors, and the entire set of observable events. Each of the judges performing independently classified or eliminated each observable event item. There was unanamous agreement on 43 of the items. Of the 43 remaining items all were judged to be observable by professionals in the participating secondary schools, and 25 were judged to be student observable. Consequently two forms were devised, the professional observation form and the student observation form.

The instruments were submitted to the cooperating school systems and were field tested in one Atlanta secondary school. No changes resulted.

Sample

Four metropolitan school systems, Atlanta City, Clayton County, Decatur City, and Gwinnett County agreed to participate in the survey. Professional observation forms were sent to all of the professional employees of the 38 high schools in the four participating school systems. Student observation forms were distributed to all of the juniors and seniors in the participating secondary schools. The forms were returned by 29 of the 38 high schools in time for computer analysis.

Data Treatment

No baseline data were available for comparison, consequently simple percentages were used in the analysis. System percentage totals and percentage range within each school system were reported. Individual school percentages with the obvious exception of Decatur High School, were not included in this report. Individual school percentages were included in a special report prepared for each of the participating school systems

Chapter Two

Historical Background and Development

In 1965, the Atlanta Area Teacher Education Service agreed to underwrite the cost of a metropolitan conference on current pertinent educational topics. A committee including Lucille Sessions, Decatur City; George Griffin, Marietta City; Doug MacRae, Fulton County; John Martin, Curtis Henson, and Jimmy Fain, Atlanta City; and Lynn Shufelt, AATES, suggested that a conference be held to consider the high school curriculum. A primcipals' committee was set up to plan the conference-- Reid Gillis from Fulton County; Ed Thompson, Cleveland Denard, Roger Derthick, and Claude Wills from Atlanta; S.M. Prosser from Decatur; and George Griffin from Marietta were among its membership. This committee planned a conference to look at the high school curriculum and other areas of concern. The conference was held at the Center for Continuing Education at the University of Georgia. The basic program included flexible scheduling, computer utilization, individualized instruction and the extended school year. Speakers included Dr. James Kenney of the University of Georgia; Dr. Andy Holt of the University of Tennessee; and Dr. B. Frank Brown of Melbourne High School, Cocoa Beach, Florida.

A series of follow-up meetings hosted by superintendents and attended by superintendents and principals results in the decision to establish a committee to plan action following the conference. Dr. Paul West, host at the session, appointed a committee to work on the question of the four-quarter school year. The committee eventually recommended that the metro area look at the four-quarter possibilities, and the metro superintendents accepted that recommendation.

A second major conference was planned. At this particular meeting, again at the Continuing Center in Athens, the topic focused on the four-quarter school system and its implications for the curricular areas. Reid Gillis of Fulton was the Master of Ceremonies, nad participants included supervisors, principals, and coordinators from the metro systems. Small committees explored the impact of four-quarters within individual subject areas.

Following the second Athens conference, a Steering Committee was set up in the formal sense. Each superintendent appointed members to the committee. The committee was charged with the planning responsibility, with ultimate decisions resting with superintendents and boards of education.

Steering Committee planning operations included the establishment and coordination of a group of discipline study committees. A committee of twelve or thirteen subject area chairmen reported directly to the Steering Committee. The thirteen committee chairmen--one or more from each system--coordinated inter-system discipline planning committees* with at least seven members on each committee. These committee members represented all the system included and were the

---

*Disciplines included the following: art, business education, English home economics, industrial arts, language, mathematics, music, physical education, science, social science, and vocational education.

chairmen of intraschool system discipline committees.

Since that time six of the school systems, Atlanta, Decatur, Clayton, Cobb, Gwinnett, and Marietta, joined in the formation of the Metropolitan Atlanta Coordinating Council. The Metropolitan Atlanta Coordinating Council was composed of the Steering Committee and the Board of Directors which was composed of the six superintendents.

The members of MACCE have continued the cooperative effort, Special emphasis has been placed on curriculum revision. One result of this effort was the recent publication of an inter-system course catalogue.

Two of the six system members of MACCE are still in the planning stage and have not yet adopted the quarter plan. The four systems, Atlanta, Clayton, Decatur, and Gwinnett, included in this study have adopted the quarter plan. However, the degree of implementation of the fourth, or summer quarter, varies from system to system as is shown in figure 1.

Planning for Atlanta

With appropriate adaptations, the Atlanta School System followed the procedure outlined by the metropolitan group in organizing its task forces for the development of the new curriculum for the four-quarter plan. The overall steering committee for the system was composed of all high school principals, area superintendents, the assistant superintendent for instruction, and some members of his staff.

Input from all special interest groups concerning the nature of the new curriculum was considered. The ideas were merged into overall working guides for the committee.

Committee Guidelines

When work is completed, course offerings and content should be adequate to provide continuous progress for any pupil enrolled. This means that all major concepts within any subject area which a pupil might learn should be identified and listed. They should then be grouped in logical groupings to form a course. The number and difficulties of concepts selected for any given course should be in keeping with the characteristics of the pupils for whom the course is desinged. This should be done without regard to available instructional materials, organization and structure of textbooks, previous methods of groupings of pupils, or any other predetermined limitations. In developing each course, the feasible behavioral objectives; the characteristics of the pupils for whom the course is designed; the administrative requirements, such as double periods, time of day, etc.; and a general catalogue description of the course must be provided. Bibliographies, instructions for teachers, and other appropriately related materials must be developed also.

Figure 1

The Fourth or Summer Quarter

School System	Tuition	Number of Schools Open	Length of School Day	Length of Quarter
Atlanta City	Free	All	8:00 - 3:00 may vary, considered full day	59 days
Gwinett Co.	* $15 @ course 1½ credits	1	8:20 - 1:20	60 days
Clayton Co.	**$20 1st 5 hrs. $15 each next 2 $10 last 2	1	60 minute period 8:00 - 1:00	47 days
Decatur City	No Summer School as yet because of lack of funds			

* Students can take a total of 25 hrs.
** 6 hrs. - 1 course 4 hrs. - ½ course 2 hrs.

Courses must be developed as autonomous, non-sequential units whenever possible so they can be scheduled without regard as to what is appropriate for a beginning eleventh grader. If this system is effective, the school will be completely ungraded.

The steering committee's assignment was to consolidate the curriculum committee reports and ro recommend the necessary changes in policy and administrative regulations. This, too, was a major task for it left virtually no portion of the existing operating procedure unchanged.

In order to accomplish the tasks outlined in the preceding pages, four subcommittees were formed to provide in-depth consideration of the problems in the areas of curriculum, guidance and orientation, administration, and personnel. These committees worked periodically throughout the 1967 - 1968 school year and continuously for five weeks during the following summer.

Following the guides was difficult, and the committee members had to develop an entirely different approach to curriculum revision from the ones normally followed. Pupil characteristics had to be classified into numerous and varying groupings--chronologically, achievement, reading ability, mobility, and other ways that would provide a better understanding of the pupils' learning styles. These characteristics were then grouped into the more common classifications. As part of this process, the list of concepts in each subject area appropriate for a high school pupil to learn continued to grow. Grouping these concepts into courses results in identifying eight hundred sixty quarter courses. Another very important step was necessary in the development of the new course outline. Where feasible, behavorial objectives were written as part of the course outlines, and guides for the teachers were developed.

Even though consultative services were available to the committees, the abilities and accomplishments of the groups varied. The products seemed adequate for trial implementation in the Atlanta schools but were not adequate for mass distribution, because refinements and corrections were needed. Since some of the teachers who were to implement the program helped in varying degrees to write the course content, it was not necessary to develop some of the materials as completely as they would have been for teachers who were not involved in their development.

Another important area which required considerable planning was designing non-sequential courses which would make possible greater flexibility. The new curriculum must provide opportunities for pupils to schedule during any quarter any of the many courses deemed desirable for him. An examination of the science flow chart shows that a pupil might start with course number 111. He could follow this with courses 112, 113, and 114 taken in any order, then enroll in any of course numbers 211 through 214 and/or numbers 221 through 223. Another way a pupil might enroll in the above mentioned 200 series courses would be by completing course number 101. Following that, he could complete courses 102, 103, and 104 taken in any order, and then move into the 200 series courses. This

sequence illustrates that no single science course (or any other specific course) is mandatory for any given pupil unless his future goals and objectives demand a certain body of content. By this same reasoning, repeating courses failed would be eliminated. If pupils were adequately placed in the beginning, there should be few failures anyway.

The flow chart of mathematics shows these same points but also illustrates that a pupil may move horizontally as well as vertically, if it is more in keeping with his learning style. Also, he might jump from any given point in one series to any given point in another series so long as he has developed adequately to succeed in the new assignment.

To implement this concept fully, enough courses had to be developed to enable any pupil at any given time to find an appropriate course designed to meet his specific needs. The system of English eight-one, eight-two, nine-one, nine-two, etc., with a minimum number of electives was abandoned and replaced by greatly expanded course offerings. For example, fifty-seven different English courses were developed.

Changes in practically every area of administrative regulations, rules, and directions were made imperative by the new course offerings. In scheduling, more attention had to be given to the individual pupil. His teacher in a given subject area, as well as the counselor and other school personnel, had to plan cooperatively with him to select which course or courses would be best suited for him. Since pupils could make a new schedule each quarter, master schedules had to be made quarterly. All pupil record had to be changed to accommodate the new system, and the method of reporting to parents was modified. A decision was reached that all courses would carry the exact same credit, depending upon the time spent in class. The time spent in class was chosen as the criterion upon which to base credit; therefore, this would be true whether the subject was typing or advanced chemistry. If a pupil attended one hour a day, five days a week for one quarter, five quarter hours of credit would be earned. Conversion tables were developed to change Carnegie units into quarter hours and vice versa.

A school calendar for the new program was developed. Although it was originally thought that fifty-five day quarters would be most desirable, state regulations prevented the realization of this goal during the first year; however, some modifications in the state requirements were allowed.

The thesis that pupils and teachers should be allowed to choose their quarters of attendance is a firm part of the four-quarter school year program. However, to ensure stability during the first year, an arbitrary rule was passed that in order for a pupil to exercise an option to remain out of school during any quarter other than the regular summer quarter, he must attend during the summer and earn credits beyond his normal placement. Teachers were required to teach the first three quarters and given the choice of teaching the fourth.

To ensure that the tasks identified for completion prior to beginning operations were completed, the steering committee divided into four subgroups and assumer responsibility for the work in the categories listed below.

Curriculum

1. Consolidate and print out recommended courses from subject committees.
2. Determine and recommend to the Board of Education requirements for graduation.
3. Develop a catalogue of courses for the school system.
4. Establish guidelines for equating quarter courses with present curricula offerings including equation of credit with quarter hours, etc.
5. Recommend guidelines for extracurricula activities.
6. Recommend policies and guidelines concerning athletics, work-study programs and other similar programs.

Guidance and Orientation

1. Establish registration or prescheduling procedures for this spring and next fall.
2. Develop policies and guidelines each school can use to effectively help students choose an appropriate course-of-study.
3. Suggest steps for implementing teacher, students, and parent orientation.
4. Identify and recommend in-service and orientation programs for teachers, administrators, and others as needed to implement the quarter system.
5. Study existing policies and recommend necessary changes, additions, etc.

Administrative

1. Decide on school calendar to correspond with other school systems.
2. Recommend procedure for effectively scheduling teachers, students, and space in terms of curriculum.
3. Check and determine textbook and supply needs.
4. Make guidelines for devising individual school budgets.
5. Recommend necessary changes, if any, in purchasing procedure.
6. Identify problems and issues regarding accreditation and make recommendations.
7. Revise report cards, permanent records, and other necessary forms.

Personnel

1. Recommend necessary changes, deletions, and/or additions to personnel policies and contracts.
2. Determine the best way to staff each quarter course.
3. Recommend most effective means of staff utilization, recruitment and assignment.
4. Recommmend salary plan and policy changes.
5. Recommend necessary changes to pension policies, if needed.
6. Examine and recommend needed changes in sick leave, study leave, vacation leave, etc.

Informing the Community

Adequately informing the community was another task which had to be done thoroughly. Every media available was used -- small group meetings, large group meetings, PTA, television, radio, newspapers, letters to parents, and any other way that seemed to be practical. Even with this effort, some individuals did not completely understand the program.

Implementing the Plan

The program went into operation in the fall quarter of 1968 with few obvious changes in pupil scheduling patterns since most had preregistered during the spring quarter. Scheduling during the winter quarter did reflect some changes. The pupils realized that more flexibility was permissable and that the course selections had been greatly increased.

Courses for Schools

While theoretically any of the eight hundred sixty courses listed in the catalogue could be taught during any quarter, a procedure had to be established for determining the courses to be selected for a given school. From information known about the needs of the pupils at a given school, sources which seemed appropriate were selected from the course catalogue, and from this list pupils, with guidance, selected courses they wanted. In most cases, the number of courses actually offered was less than the first listing since some courses were not chosen by enough pupils to warrant teaching them.

Since each school selected only the courses needed by the student body enrolled, there were wide differences in the courses selected among the schools. A quick comparison of these selections reflects the flexibility of the curriculum. One school selected 126 courses, while the other school selected 216. Pupils in the first school were from homes classified as affluent and most planned to go to college. The courses selected represent

the traditional college preparatory program which is in keeping with the objectives of the pupils.

Pupils in the second school were from families with average income, and in the past approximately forty percent have enrolled in college. Courses selected from these pupils represent a much wider offering than the first school and include many vocational courses.[86]

The mere division of the school year into four equal time periods is but the first step toward achieving a time four-quarter school year. Equalizing the four quarters in terms of educational opportunity is a major step. It has been shown that the Atlanta City School System has made significant progress toward this goal by providing a free-tuition fourth quarter in every high school. Further insight into the degree of successful equalization is provided in figures two and three. The ratio between students enrolled in remedial courses versus students enrolled in advanced courses would indicate that significant progress has been made in moving from the stereo-type remedial summer session toward a true four-quarter school year.

One of the chief inhibiting factors relative to extended year programs has been and continues to be financing. School in Georgia receive a relatively high percentage, nearly 60%, of their revenue from the state. In keeping with this tradition several attempts have been made in the past few years to pass a bill which would permit state financing of the fourth, or summer quarter. These attempts have not been successful, thus any additional cost has had to be borne by the local school system.

Figure four graphically presents the financial effect of the four-quarter plan. You will note that Clayton County expenditures per secondary pupil expenditures remain well below the national average, and the rate of increase is also below the national ratio of increase.

Atlanta City School System

Over 800 usable responses to the professional observation form were returned by members of the professional staff of the secondary schools in the Atlanta City School System. There were 2,951 usable student observation forms returned from the Atlanta City high schools. Nineteen of the 26 Atlanta City high schools were represented in this sample.

Administrative Variables

Professional responses in item 41, "There was no time during the school year to effect needed remodeling and repairs of the school building," ranged from 44 responding for 58% in one school to 1 responding for 4% of the professional observation in another school. On professional not observed responses the range was from 23 responding for 96% in one school to 32 responding for 42% in another. For the total system 222 responded for 28% on professional observed and 568 responded for 72% on professional not observed.

Figure 2

Atlanta Public Schools

Fourth Quarter Enrollment

1969

High School	Enrollment	Pupils Taking Remedial Courses	Pupils Taking Advanced Courses
Archer	425	72	353
Bass	210	60	150
Brown	262	149	113
Carver	490	120	370
Douglass	1012	257	755
Dykes	285	110	175
East Atlanta	192	19	179
Fulton	113	25	88
George	202	85	170
Grady	575	155	420
Harper	1826	100	1726
Howard	724	180	544
Murphy	635	273	635
North Fulton	318	275	231
Northside	370	196	174
O'Keefe	342	32	310
Parks Junior	181	28	153
Price	679	136	142
Roosevelt	206	84	175
Smith	342	121	221
Southwest	392	54	338
Sylvan Hills	143	56	87
Therrell	355	164	191
Turner	575	---	575
Washington	1214	375	839
West Fulton	646	109	537
TOTALS	12,770	* 3,235	* 9,995

* Some pupils enrolled in both remedial and advanced courses.

Figure 3

Atlanta Public Schools

Fourth Quarter Enrollment

1970

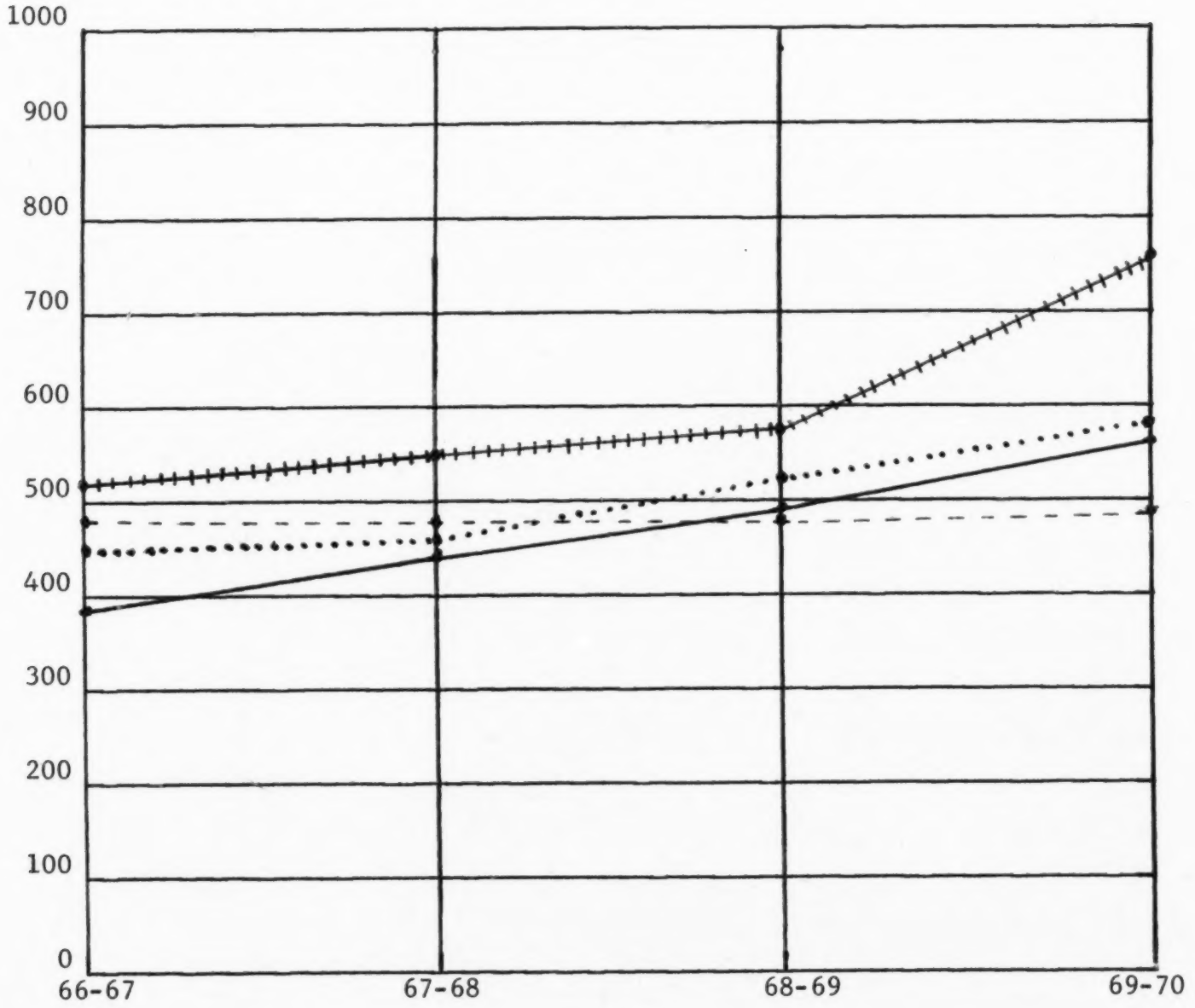
High School	Enrollment	Pupils Taking Remedial Courses	Pupils Taking Advanced Courses
Archer	558	279	279
Bass	345	245	100
Brown	278	115	225
Carver	426	120	306
Douglass	952	255	697
Dykes	235	78	175
East Atlanta	238	17	221
Fulton	207	23	192
George	254	123	227
Grady	616	164	452
Harper	640	50	620
Howard	493	276	300
Murphy	569	193	569
North Fulton	278	115	163
Northside	327	83	244
O'Keefe	260	78	182
Parks Junior	103	4	101
Price	346	113	233
Roosevelt	268	75	193
Smith	372	123	320
Southwest	475	110	365
Sylvan Hills	285	237	469
Therrell	327	127	200
Turner	464	15	464
Washington	993	307	686
West Fulton	601	153	448
TOTALS	10,484	* 3,358	* 8,125

* Some pupils enrolled in both remedial and advanced courses.

September, 1970

Figure 4

A Comparison of Per Pupil Expenditures



.....National Average Cost Per Pupil (Elementary & Secondary)
——Atlanta Average Cost Per Pupil (Secondary Only)
+++++National Average Cost Per Pupil (Secondary Only)
- - -Clayton Co. Average Cost Per Pupil (Secondary)

Professional responses to item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities," ranged from 61 responding for 81% in one school to 4 responding for 10% on professional observations in another. On professional not observed the range was from 34 responding for 90% to 15 responding for 19%. For the total system 284 responded for 26% on professional observed and 568 responded for 64% on professional not observed.

Student responded to item 1 ranged from 120 responding for 57% in one school to 31 responding for 23% in another school. On student not observed the range was from 100 responding for 76% in one school to 89 responding for 42% in another. For the total system 2276 responded for 28% on student observed and 3512 responded for 60% for students not observed.

Professional responses to item 12, "Individuals have been brought in to teach special courses on a part time basis," ranged from between schools from 25 responding for 64% to 0 responding for 0% on professional observations. On professional not observed the range between schools was 39 responding for 100% to 14 responding for 26%. For the total system 214 responded for 27% on professional observed and 574 responded for 73% on professional not observed.

Student responses to item 12 ranged from 128 responding for 47% to 30 responding for 23% on student observations. On student not observed the range between schools was from 99 responding for 75% to 136 responding for 50%. For the total system 1076 responded for 37% on student observed and 1814 responded for 62% on students not observed.

Professional response to item 33, "The quarter system has provided increased state financing," ranged between schools from 8 responding for 20% to 0 responding for 0% on professional observations. On professional not observed the range between schools was 13 responding for 100% to 33 responding for 80%. For the total system 101 responded for 13% on professional observed and 668 responded for 87% on professional not observed.

Professional responses to item 42, "Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time," ranged between schools from 21 responding for 33% to 2 responding for 7% on professional observations. On professional not observed the range was from 25 responding for 93% to 42 responding for 67%. For the total system 142 responded for 18% on professional observed and 630 responded for 82% on professional not observed.

Professional responses to item 43, "A great deal of record keeping is an inherent quality of the quarter system," ranged from 14 responding for 100% to 8 responding for 24% on professional observations. On professional not observed the range was from 26 responding for 76% to 0 responding for 0%. For the total system 543 responded for 68% on professional observed and 259 responded for 32% on professional not observed.

Professional responses to item 25, "Additional administrative functions have required to operate the quarter system," ranged from 17 responding for 71% in one school to 9 responding for 26% in another. For the total system 363 responded for 46% on professional observed and 428 responded for 54% on professional not observed.

Table 1-1

Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
41					222	28	568	72
1	1200	41	1698	58	284	36	497	64
12	1076	37	1814	62	214	27	574	73
33					101	13	668	87
42					142	18	630	82
43					543	68	259	32
25					363	46	428	54

Social Implications

Student responses to item 9, "Students have graduated and left school at the end of each of the four quarters," showed that in each school at least half of the students who responded had observed this. In one school 87% of those students who responded had observed this. Of the teachers who responded in one school, 90% or 35 teachers had observed fraudation at the end of each quarter. In another school only 21% of those who responded had observed this. Of all of the students and teachers who responded in the Atlanta System, 69% of the students and 57% of the teachers marked "observed" for this item.

Only 178 students or 49% of those who responded to item 15 and 40 students in another school or 12% of those who responded to the same item had observed that "students had chosen to take different quarters off from school to be employed full time." In the entire system 920 students or 31% of those who responded had observed this. Thirteen teachers in one school or 27% of those who responded to item 15 marked "observed", and in one school none of the teachers who responded had observed that sutdents had taken different quarters off. Only 15% of the teachers who responded in the entire system marked "observed".

In response to item 22, "students have completed school in less than four calendar years," 1788 students in the Atlanta System or 61% of those who responded marked "observed". The individual school responses of "observed" ranged from 74% in one school to 50% in another of those students who responded. Greater percentages of teachers in individual schools had observed the early completion of high school by students. Ninety-three% of the teachers who responded in one school and 52% of those who responded in another represent the extremes. In the entire system 568 teachers or 71% of those who responded marked "observed".

Relatively few students or teachers observed that students had taken vacations during different quarters. In one school 78 students or 45% of those who responded marked "observed", but in another school only 29 students or 9% of those who responded marked "pbserved". The total student responses to item 23 show that 687 students or 31% of those who responded marked "observed". Only 3 teachers in one school or 21% of those who responded and only one student or 3% of those who responded in each of 3 schools observed that students had taken vacations during different quarters. In the total system 74 teachers or 9% marked "observed".

Only the teachers responded to item 37, "The dropout rate has declined." Ninety-seven teachers in Atlanta or 12% of those who responded observed that the dropout rate had declined.

Professional Enhancement

Item 5, "Students have received help in selecting courses from subject area teachers," was the only item on professional enhancement that zppeared on the student observation form. The student responses ranged from 78 students or 44% of those who responded

Table 1-2

Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
22	1788	61	1084	37	568	71	233	29
9	2023	69	892	30	453	57	339	43
23	687	23	2192	74	74	9	726	91
15	920	31	1973	67	116	15	665	85
5								
37					97	12	690	88

Table 1-3

Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
28					491	61	309	39
30					67	8	736	92
40					560	70	235	30
36					387	49	399	51
27					325	41	464	59
35					423	54	362	46
5	1891	64	1019	35	685	87	106	13

in one school to 174 students or 82% of those who responded in another school who marked "observed". The entire system totals indicate that 1,891 students or 64% of those who replied marked "observed". In two of the Atlanta schools all of the teachers who responded marked "observed" for item 5. In no school did less than 65% of those who responded mark "observed". Eighty-seven percent of all the teachers in Atlanta who responded marked "observed".

Teacher responses of "observed" to item 27, "The quarter system has allowed for effective utilization of teachers' special abilities," ranged from 33 teachers in one school or 52% of those who responded to 3 teachers in another school or 23% of those who responded. In the Atlanta System 325 teachers or 41% of those who responded marked "observed".

Thirty-one teachers in one school or 70% of those who responded to item 28 had observed that professionals had been informed of the concepts and purposes of the quarter system. However, only 6 teachers in another school or 42% of those who responded had observed this. Sixty-one percent of all the teachers in Atlanta who responded marked "observed".

Only 67 teachers in Atlanta or 8% of those who responded to item 30 indicate that they have observed that teachers have taken different quarters off for professional improvement. This represents a range of 29% in one school to 0% in another. Ten of the 18 schools responding had less than 5% of the teachers who responded marked "observed".

Thirty-one teachers or 79% of those who responded to item 35 in one school and 8 teachers or 28% of those who responded in another school represent the extremes of the responses marked "observed". The totals for the system indicate that 54% of those who responded have observed that teachers have been assigned courses they most like to teach.

Sixty-three percent of the teachers who responded in one school to item 36 and 29% of those who responded in another school indicated that they had observed that scheduling in-service programs was difficult because of the limited time between quarters. In the entire system 387 teachers or 49% of those who responded marked "observed".

In the Atlanta System 560 teachers or 70% of those who responded have observed that teachers have been employed a full calendar year. In one particular school 83 teachers or 80% of those who responded to item 40 marked "observed".

Program Flexibility

The five items conerning program flexibility appeared on the student and on the teacher instrument. Item 7 was "Courses have been offered for those students who need special help in a subject." The responses by school varied from 66% of the students who responded in one school marking "observed" to 32% of students who responded in another school marking "observed". Of those teachers who responded, 88% in one school had observed this and only 42% in another school had observed. Fifty-five percent of all the students in the system who responded and 66% of all the teachers in the system who responded marked "observed".

Table 1-4

Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
16	1212	41	1666	57	437	56	342	44
7	1612	55	1298	44	520	66	267	34
10	1561	53	1346	46	501	63	298	37
17	882	30	1989	68	416	53	374	47
11	1997	68	890	30	585	75	200	25

Student responses of "observed" to item 10, "Enrichment courses have allowed students to pursue special interests," ranged from 142 students or 67% of those who responded in one school to 52 students or 30% of those who responded in another school. Systemwide student response to the same item showed that 1561 students or 53% of all who responded had observed and 1346 or 46% of all who responded had not observed. As many as 86% of the teachers who responded in each of two schools marked "observed", and as few as 42% of teachers who responded in each of two other schools marked "observed". In the system, 68% of all of the sutdents who responded and 75% of all of the teachers who responded marked "observed" for Item 11, "Work experience had been provided through cooperative programs regardless of the student's future educational plans." In one school, 86% of the teachers who responded marked "observed". As many as 79% of the students who responded in one school marked "observed". No more than 56% of the students who responded in any one school marked "observed" as a response to item 16, "Individual student's programs have been designed from a wide variety of courses. However, as many as 79% of the teachers who responded in one school marked "observed" for this same item. The total number of students in the system who marked "observed" for this item was 1212 or 41% of all students who responded. Of the total teachers responses, 437 or 56% marked "observed".

Item 17 was "Programs have been tailored for individual students". Only 30% of the students who responded from the entire system marked that they had observed this. The highest response from an individual school was only 45% of those who responded had marked observed. As many as 83% of the teachers who responded in one school marked "observed" for this same item. In the entire system, 53% of the teachers who responded marked "observed".

Scheduling Flexibility

Professional responses to item 20, "Courses failed have been made up in the summer quarter of the year," ranged from 26 responding for 90% to 8 responding for 57% on professional observed. On professional not observed the range was from 6 responding for 43% to 3 responding for 10%. For the total system 597 responded for 75% on professional observed and 194 responded for 25% on professional not observed.

Student responses to item 20, "Courses failed have been made up in the summer quarter of the year," ranged from 26 responding for 90% to 8 responding for 57% on professional observed. On professional not observed the range was from 6 responding for 43% to 3 responding for 10%. For the total system 597 responded for 75% on professional observed and 194 responded for 25% on professional not observed.

Student responded to item 20 ranged from 325 responding for 89% in one school to 128 responding for 68% on student observed. On student not observed the range was from 45 responding for 24% to 36 responding for 10%. For the total system 2464 responded for 84% on student observed and 410 responded for 14% on student not observed.

Table 1-5

Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
20	2464	84	410	14	597	75	194	25
13	2164	73	735	25	513	66	269	34
21	1616	55	1252	43	450	58	328	42
24	968	33	1910	65	285	36	510	64
14	1102	37	1789	61	268	34	515	66
2	1908	65	1016	34	601	76	186	24
38					433	56	346	44
6	1073	36	1838	62	180	23	599	77
29					223	28	570	72
8	620	21	2256	77	105	13	683	87
19	1181	40	1677	57	193	25	592	75

Professional responses to item 13, "Courses failed have been made up during the following year," ranged between schools from 11 responding for 79% to 12 responding for 46% on professional observed. On professional not observed the range was from 6 responding for 43% to 3 responding for 21%. For the total system 513 responded for 66% on professional observed and 269 responded for 34% on professional not observed.

Student responses to item 13 ranged from 296 responding to 81% to 117 responding for 62% on student observed. On student not observed the range was from 61 responding for 32% to 68 responding for 19%. For the total system 2164 responded for 73% on student observed and 735 responded for 25% on student not observed.

Professional responses to item 21, "Students have made up failures each quarter of the year," ranged from 48 responding for 75% to 17 responding for 38% on professional observed. On professional not observed the range was from 30 responding for 62% to 16 responding for 25%. For the total system 450 responded for 58% on professional observed and 328 responded for 42% on professional not observed.

Student response to item 21 ranged from 145 responding for 69% in one school to 87 responding for 41% in another. On student not observed the range was 122 responding for 58% to 54 responding for 26%. For the total system 1616 responded for 55% on student observed and 1252 responded for 43% on student not observed.

Professional responses to item 24, "Students take courses any quarter and in any order," ranged from 19 responding for 79% to 3 responding for 8% on professional observed. On professional not observed the range was from 36 responding for 92% to 5 responding for 21%. For the total system 285 responded for 26% on professional observed and 510 responded for 64% on professional not observed.

Student responses to item 24 ranged from 37 responding for 60% to 46 responding for 14% on student observed. On student not observed the range was from 275 responding for 85% to 25 responding for 40%. For the total system 968 responded for 33% on student observed and 1915 responded for 65% on student not observed.

Professional responses to item 14, "Students take most courses any quarter and in any order," ranged from 23 responding for 61% to 4 responding for 10% on professional observed. On professional not observed the range was 35 responding for 90% to 15 responding for 39%. For the total system 268 responded for 34% on professional observed and 515 responded for 66% professional not observed.

Student responses to item 14 ranged from 139 responding for 66% to 88 responding for 29% on student observed. On student not observed the range was from 215 responding for 70% to 65 responding for 31%. For the total system 1102 responded for 37% on student observed and 1789 responded for 61% on student not observed.

Professional responses to item 2, "Students have had to register for a new schedule of courses each quarter," ranged from 24 responding for 100% to 8 responding for 28% on professional observed. On professional not observed the range was 21 reporting for 72% to 0 responding for 0%. For the total system 601 responded ro 76% on professional observed and 186 responded for 24% on professional not observed.

Student responses to item 2 ranged from 198 responding for 94% to 57 responding for 18% on student observed. On student not observed the range was from 265 responding for 82% to 12 responding for 6%. For the total system 1908 responded for 65% on student observed and 1016 responded for 34% on student not observed.

Professional responses to item 38, "Registration procedures have facilitated individual course selection by students," ranged from 29 responding for 74% to 3 responding for 16% on professional observed. On professional not observed the range was 16 responding for 84% to 10 responding for 26%. For the total system 433 responded for 56% on professional observed and 346 responded for 44% on professional not observed.

Professional responses to item 6, "The number of courses offered each quarter has made student selection of courses difficult," ranged from 39 responding for 39% to 4 responding for 9% on professional observed. On professional not observed the range was 39 responding for 91% to 62 responding for 61%. For the total system 180 responded for 23% on professional observed and 599 responded for 77% on professional not observed.

Student responded to item 6 ranged from 35 responding for 56% to 78 responding for 24% on professional observed. On professional not observed the range was 244 responding for 76% to 29 responding for 44%. For the total system 1073 responded for 36% on student observed and 1838 responded ro 62% on student not observed.

Professional responses to item 29, "Most sequential course offerings have been eliminated," ranged from 48 responding for 47% to 1 responding for 5% on professional observed. On professional not observed the range was 18 responding for 28% on professional observed and 570 responded for 72% on professional not observed.

Professional responses to item 8, "Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan," ranged from 4 responding for 29% to 0 responding for 0% on professional observed. On professional not observed the range was 28 responding for 100% to 10 responding for 71%. For the total system 105 responded for 13% on professional observed and 683 responded for 87% on professional not observed.

Student responses to item 8 ranged from 121 responding for 33% to 6 responding for 10% on student observed. On student not observed the range was 55 responding for 89% to 236 responding for 65%. For the total system 620 responded for 21% on student observed and 2256 responded for 77% on student not observed.

Professional responses to item 19, "The regular summer quarter has increased student participation," ranged from 14 responding for 38% to 2 responding for 5% on a professional observed. On professional not observed the range was from 39 responding for 95% to 23 responding for 62%. For the total system 193 responded for 25% on professional observed and 592 responded for 75% on professional not observed.

Student responses to item 19 ranged from 114 responding for 66% to 56 responding for 17% on student observed. On student not observed the range was 262 responding for 81% to 53 responding for 30%. For the total system 1181 responded for 40% on student observed and 1677 responded for 57% on student not observed.

Revised Curriculum

Of the seven items which concerned revised curriculum, two appeared on both the student and the professional instrument. The remaining five, items 26, 31, 32, 34, and 39, appeared only on the professional form.

Student responses to item 3, "Some courses that were offered last year were not offered this year," ranged from 53% of those who responded in each of two schools had observed to 10% of those who responded in another school had observed. The system totals for item 3 were 1029 students or 35% of those who responded had observed, and 64% or 1883 of those who responded had not observed. As many as 19 teachers or 49% of those who responded had observed that some courses offered last year were not offered this year. In another school of four teachers or 14% of those who responded had observed this. The system total for item 3 from teachers is 246 teachers or 32% of those who responded had observed, 553 or 68% had not observed.

Student responses to item 4, "New courses have been added to the program this year," ranged from 168 students or 82% of those who responded in one school had observed 88 students of those who responded 27% of another school had observed. System totals for student responses to item 4 was 1865 students or 63% of those who responded had observed new courses added this year and 1053 or 26% of those who responded had not observed.

Teacher responses to item 4 revealed that 35 teachers or 90% of those who responded in one school had observed tha new courses had been added and only 15 teachers or 44% of those who responded in another school had observed this. In all of the schools in the system which responded, 490 teachers, or 62% of those who responded had observed; 298 teachers or 38% of those who responded had not observed new courses offered.

Teacher responses to item 26, "Teachers have developed new courses this year," ranged from 8 teachers or 62% of those who responded had observed to 15 teachers or 25% of those who responded in another had observed. The system wide responses showed that 320 teachers or 4% of those who responded had observed and 480 teachers or 60% had not observed.

Item 31, "Teachers have written new course guides this year," was answered by 32% of the teachers who responded in one school had observed and 7% in another. The system total showed 182 teachers or 23% of those who responded had observed and 618 teachers or 77% of those who responded had not observed.

Teacher response to item 32, "Course revisions were made this year," varied from a high of 65% of those who responded in another school had observed to a low of 22% of those who responded in another school had observed.

The total responses in Atlanta for this item showed that 347 teachers or 44% had observed that course revisions were made and 442 teachers or 56% had not observed this.

In responding to item 30, "Courses have been evaluated this year," only 15 teachers or 20% of those responding in one school indicated that they had observed that courses had been evaluated, while 15 teachers or 79% of those who responded in another school had observed this. In the entire system only 304 teachers or 39% of those who responded had observed course evaluation and 483 teachers or 61% had not observed this.

Table 1-6

Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Atlanta City Public School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
31					182	23	618	77
26					320	40	480	60
34					304	39	483	61
32					347	44	442	56
3	1029	35	1883	64	246	32	533	68
39					282	36	506	64
4	1865	63	1053	36	490	62	298	38

Item 39 states, "Location of a suitable textbook has been of prime importance in the development of a new course guide." Twenty-four teachers or 50% in one school had observed this and only 3 teachers or 21% in another had observed this. The system totals on this item show that 282 teachers or 36% had observed; 506 teachers or 64% had not observed.

Clayton County School System

One hundred seventy-eight usable responses to the professional observation form were returned by members of the professional staffs of the secondary schools in the Clayton County School System. There were 1853 usable student observation forms returned from the Clayton County high schools. All of the Clayton County high schools were represented in this sample.

Administrative Variables

Professional responses to item 41, "There was no time during the year to effect needed remodeling and repairs of the school building," ranged from 14 responding for 26% to 2 responding for 11% on professional observations. On professional not observed the range was from 17 responding for 89% to 40 responding for 74%. For the total system 28 responded for 17% on professional observed and 139 responded for 83% on professional not observed.

Professional responses to item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities," ranged from 2 responding for 11% to 2 responding for 3% on professional observations. On professional not observed the range was 64 responding for 97% to 17 responding for 89%. For the total system 12 responded for 17% on professional observed and 156 responded for 93% on professional not observed.

Student responses to item 1 ranged from 52 responding for 31% to 18 responding for 6% on student observations1 On student not observed the range was 301 responding for 93% to 116 responding for 68%. For the total system 225 responded for 12% on student observed and 790 responded for 87% on student not observed.

Professional responses to item 12, "Individuals have been brought in to teach special courses on a part time basis," ranged from 3 responding for 21% to 2 responding for 4%. On professional not observed the range was from 52 responding for 96% to 11 responding for 79%. For the total system 18 responded for 11% on professional observed and 145 responded for 89% on professional not observed.

Student responses to item 12 ranged from 98 responding for 30% to 30 responding for 18% on student observed. On student not observed the range was from 140 responding for 82% to 221 responding for 69%. For the total system 471 responded for 26% on student observed and 1360 reaponded for 74% on student not observed.

Table 2-1

Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
41					29	17	139	83
1	225	12	1605	87	12	7	156	93
12	471	26	1360	74	18	11	145	89
33					4	2	162	98
42					17	10	149	90
43					104	59	71	41
25					56	34	111	66

Professional responses to item 33, "The quarter system has provided increased state financing," ranged from 1 responding for 5% to 0 responding for 0%. On professional not observed the range was 29 responding for 100% to 18 responding for 95%. For the total system 4 responded for 2% on professional observed and 162 responded for 98% on professional not observed.

Professional responses to item 42, "Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time," ranged from 12 responding for 18% to 0 responding for 0% on professional observations. On professional not observed the range was 28 responding for 100% to 53 responding for 82%. For the total system 17 responded for 10% on professional observed and 149 responded for 90% on professional not observed.

Professional responses to item 43, "A great deal of record keeping is an inherent quality of the quarter system," ranged from 45 responding for 68% to 25 responding for 47% on professional not observed.

Professional responses to item 25, "Additional administrative functions have been required to operate the quarter system," ranged from 13 responding for 45% to 3 responding for 16% on professional observed. On professional not observed the range was 16 responding for 84% to 16 responding for 55%. For the total system 56 responded for 34% on professional observed and 111 responded for 66% on professional not observed.

Social Implications

Fifty-five percent of the students in one school who responded to item 9 marked "observed". Only 16% of the student in another school marked observed. However, 76% of the teachers in one school who responded marked "observed". And in two other schools none of the teachers who responded marked "observed". Total student responses show that 661 or 36% had observed and 1170 or 64% had not observed. Total teachers responses show that 74 teachers or 44% had observed and 94 teachers or 56% had not observed. In two schools in the system as many as 17% marked "observed" for item 15. Only 98 students or 11% in another school marked "observed". Student totals for the system showed that only 250 students or 14% of all who responded had observed and 1576 or 86% of all who responded had not observed.

Teachers responses to the same item ranged from a high of 2 teachers or 24% in one school had observed and in one school none of the teachers who responded had observed. Of all the teachers who responded, only 9 or 5% had observed and 159 or 95% had not observed.

Item 29 had the highest percentage of those students who responded to mark "observed" of any of the items relating to social implications. In one school 275 students or 64% had observed. Total students responses show that 52% had observed.

Teachers responses ranged from 63% in one school, 41 teachers, to 5% in another school, one teacher, who marked "observed". A total of 75 teachers or 45% had observed and 92 teachers or 55% had not observed. In the system a total of 14 teachers or 8% had marked "observed" for item 37, and 151 or 92% marked "not observed".

Table 2-2

Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
22	952	52	868	47	75	45	92	55
9	661	36	1170	64	74	44	94	56
23	206	11	1624	88	4	2	163	98
15	250	14	1576	86	9	5	159	95
5								
37					14	8	151	92

Professional Enhancement

Of the 1930 students in Clayton who responded to item 5, 71% had observed that students had been given help in selecting courses from subject area teachers. To this same item 96% of the teachers who responded in one school indicated they had observed students receiving this help. Eighty-eight percent of the teachers in the entire system who responded marked "observed".

A very narrow range of responses from individual schools is indicated in the teacher responses to item 27. In one school 29% of those who responded had observed and in another, 21% had observed. The system totals show that 41 teachers or 25% of those who responded had observed that , "The quarter system had allowed for effective utilization ofteachers' special abilities."

To item 28 twelve teachers in one school or 63% of those who responded and 23 teachers or 43% of those who responded in another school marked "observed". For the system, 84 teachers or 50% of those who responded indicated that they had observed that, "Professionals had been informed of the concepts and purposes of the quarter system."

Only 12 teachers or 18% of those who responded in one school had observed that, "Teachers had taken different quarters off for professional improvement." In each of two schools none of the teachers who responded to item 30 had observed this. Only 9% of the teachers from the system who responded marked "observed".

Seventy-nine percent of the teachers who responded in one school and 61% in another school indicated they had observed that "Teachers were assigned to courses they most like to teach." In the entire system, 112 teachers or 67% of those who responded to item 35 marked "observed".

Thirty-five percent of the teachers in Clayton who responded to item 36 had observed that, "The time between quarters was so limited that needed in-service programs were difficult to schedule." This total represents a range of 41% to 17% of teachers who responded in individual schools.

In individual schools the teachers who responded that they had observed that, "Teachers had been employed for a full calendar year," ranged from 16 or 57% in one school to 19 or 29% in another. Only 37% of all the teachers in the system who responded marked "observed".

Program Flexibility

In response to item 7, 532 students in one school or 58% of those who responded had observed that, "Courses had been offered to those students who needed special help in a subject." Only 100 students or 31% of those who responded in another school had observed this. Forty-six percent of all the students in Clayton who responded had observed this. Eighty-one percent of the teachers who responded had in one school observed and only 34% in another had observed. In the system 63% of those teachers who responded marked "observed".

The response in one school in Clayton indicated that 57% of the students who responded marked "observed" for item 10. In another school 51% of the students who responded had observed that, "Enrichment courses had allowed students to pursue special interests." Fifty-

Table 2-3

Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
28					84	50	84	50
30					15	9	153	91
40					62	37	105	63
36					58	35	108	65
27					41	25	126	75
35					112	67	56	33
5	1313	71	517	28	147	88	20	12

Table 2-4

Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
16	748	41	1075	59	92	56	73	44
7	846	46	987	54	106	63	61	37
10	985	54	842	46	101	60	66	40
17	437	24	1385	75	68	40	100	60
11	1138	62	687	37	116	69	52	31

four percent of the students in the system who responded had observed. Sixty percenty of the teachers who responded in Clayton marked observed. This represents a wider range of responses than the students response. In one school as many as 94% of the teachers who responded had observed and in another school as few as 45% of those who responded had observed.

Of all of those who responded to item 11, 62% of the students and 69% of the teachers had observed that, "Work experience had been provided through cooperative programs regardless of the student's future educational plans." The student responses ranged from 73% of those who responded in one school to 37% of those who responded in another had observed. The teacher responses ranged from 76% of those who responded in one school to 47% of those who responded in another that had marked "observed".

Only 46% of the responding students in one school had observed that, "Individual student programs had been designed from a variety of courses," As few as 31% of those who responded in another school had observed this in item 16. Of the teachers who responed in individual schools, 69% in one school and 44% in another marked "observed". The students and teachers who responded in Clayton showed that 41% of the students and 56% of the teachers marked "observed".

Less than fifty percent of the students or teachers in Clayton had observed that, "Programs had been tailored for individual students". The 24% response of "observed" from all the students responding represents a range of 26% in school to 23% in another. The 40% response of " observed" from all the teachers responding represents a range of 58% in one school and 31% in another.

Scheduling Flexibility

Professional responses for item 20, "Courses failed have been made up in summer school," ranged from 56 responding for 85% to 42 responding for 79% on professional observed. On professional not observed the range was 11 responding for 21% to 10 responding for 15%. For the total system 138 responded for 83% on professional observed and 29 responded for 17% on professional not observed.

Student responses to item 20 ranged from 262 responding for 81% to 686 responding for 75% on student observed. On student not observed the range was from 220 responding for 24% to 55 responding for 17%. For the total system 1415 responded for 77% on student observed and 407 responded for 22% on student not observed.

Professional responses to item 13, "Courses failed have been made up during the following year," ranged from 49 responding for 91% to 54 responding for 82% on professional observed. On professional not observed the range between schools was from 12 responding for 10% to 5 responding for 9%. For the total system 140 responded for 86% on professional observed and 23 responded for 14% on professional not observed.

Student responses to item 13 ranged from 270 responding for 84% to 127 responding for 75% on student observed. On student not observed the range was from 43 responding for 25% to 51 reporting for 16%. For the total system 1456 responded for 79% on student observed and 375 responded for 20% on student not observed.

Table 2-5

Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
20	1415	77	407	22	138	83	29	17
13	1456	79	375	20	140	86	23	14
21	1145	62	679	37	129	77	39	23
24	449	24	1379	75	43	26	125	74
14	631	34	1197	65	52	31	114	69
2	594	32	1239	67	66	40	101	60
38					88	52	80	47
6	623	34	1201	65	17	10	151	90
29					44	26	125	74
8	332	18	1495	81	28	18	139	82
19	356	19	1466	80	8	5	159	95

Professional responses to item 21, "Students have made up failures in each quarter of the year," ranged from 60 responding for 91% to 11 responding for 58% on professional observed. On professional not observed the range was 8 responding for 42% to 6 responding for 9%. For the total system 129 responded for 77% on professional observed and 39 responded for 23% on professional not observed.

Student responses to item 21 ranged from 231 responding for 72% to 88 responding for 52% between schools. On student not observed the range was from 29 responding for 46% to 88 responding for 27%. For the total system 1145 responded for 62% on student observed and 679 responded for 27% on student not observed.

Professional responses to item 24, "Students take courses any quarter and in any order," ranged from 27 responding for 41% to 6 responding for 11% on professional observed. On professional not observed the range was 48 responding for 89% to 39 responding for 59%. For the total system 43 responded for 26% on professional observed and 125 responded for 74% on professional not observed.

Student responses to item 24 ranged from 126 responding for for 29% to 158 responding for 17% on student observed. On student not observed the range was from 752 responding for 82% to 192 responding for 60%. For the total system 449 responded for 24% on student observed and 1379 responded for 75% on student not observed.

Professional responses to item 14, "Students take most courses any quarter and in any order," ranged from 34 responding for 52% to 5 responding for 9% on professional observed. On professional not observed the range was from 48 responding for 91% to 32 responding for 48%. For the total system 52 responded for 31% on professional observed and 114 responded for 69% on professional not observed.

Student responses to item 14 ranged from 165 responding for 51% to 240 responding for 26% on student observed. On student not observed the range was from 665 responding for 73% to 156 responding for 48%. For the total system 631 responded for 34% on student observed and 1197 responded for 65% on student not observed.

Professional responses to item 2, "Students have had to register for a new schedule of courses each quarter," ranged from 12 responding for 63% to 7 responding for 13% on professional observed. On professional not observed the range was 47 responding for 87% to 7 responding for 37%. For the total system 55 responded for 40% on professional observed and 101 responded for 60% on professional not observed.

Student responses to item 2 ranged from 212 responding for 29% to 235 responding for 26% on student observed. On student not observed the range was 674 responding for 74% to 221 responding for 51%. For the total system 594 responded for 32% on student observed and 1239 responded for 67% on student not observed.

Professional responses to item 38, "Registration procedures have facilitated individual course selction by students," ranged from 12 responding for 63% to 23 responding for 43% on professional observed. On professional not observed the range was 31 responding for 57% to 7 responding for 37%. For the total system 88 responded for 53% on professional observed and 80 responded for 47% on professional not observed.

Professional responses to item 6, "The number of courses offered each quarter has made students selection of courses difficult," ranged from 5 responding for 17% to 0 responding for 0% on professional observed. On professional not observed the range was 19 responding for 100% to 24 responding for 83%. For the total system 17 responded for 10% on professional observed and 151 responded for 90% on professional not observed. Student responded to item 6 ranged from 75 responding for 44% to 265 responding for 29% on student observed. On student not observed the range was 640 responding for 70% to 93 responding for 55%. For the total system 623 responded for 24% on student observed, and 1201 responded for 65% on student not observed.

Professional responses to item 29, "Most sequential course offerings have been eliminated," ranged from 25 responding for 38% to 7 responding for 13% on professional observed. On professional not observed the range was 47 responding for 87% to 41 responding for 62%. For the total system 44 responded for 26% to professional observed and 125 responded to 74% to professional not observed.

Professional responses to item 8, "Seasonal extra-curricular have prohibited students from taking full advantage of the quarter plan," ranged from 6 responding for 21% to 2 responding for 11% on professional observations. On professional not observed the range was 16 responding for 89% to 23 responding for 79%. For the total system 23 responded for 18% on professional observed and 139 responded for 82% on professional not observed.

Student responses to item 8 ranged from 36 responding for 27% to 149 responding for 16% on student observed. For student not observed the range was 757 responding for 83% to 124 responding for 73%. For the total system 332 responded for 18% on student observed and 1495 responded for 81% on student not observed.

Professional responses to item 19, "The regular summer quarter has increased the number of extra-curricular events and has promoted increased student participation," ranged from 6 responding for 9% to 0 responding for 0% on professional observed. On professional not observed the range was 29 responding for 100% to 60 responding for 91%. For the total system 8 responded for 5% on professional observed and 159 responded for 95% on professional not observed.

Student responses to item 19 ranged from 112 responding for 26% to 149 responding for 16% on student observed. On student not observed the range was 757 responding for 83% to 317 responding for 73%. For the total system 356 responded for 19% on student observed and 1466 responded for 80% on student not observed.

Revised Curriculum

Student response to item 3 ranged from 109 students or 34% had observed to 117 students or 13% observed. For the 4 responding schools in the system, 382 students or 21% had observed and 1446 or 79% had not observed.

One hundred and thirty-three students or 78% in one school had observed that, "New courses had been added this year." But in another school the responses to Item 4 showed that only 217 students or 24% had observed this. The total s for the system show that 787 students or 43% had observed and 1040 or 57% had not observed this.

Table 2-6

Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Clayton County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
31					47	28	121	72
26					67	40	100	60
34					85	51	82	49
32					95	57	73	43
3	382	21	1446	79	49	29	118	71
39					59	35	109	65
4	787	43	1040	57	105	63	63	37

The teacher responses to these same two items show that 25 teachers or 38% in one school had observed item 3 and only 7 teachers or 13% in another school had observed this; but 18 teachers or 95% in one school had observed that new courses had been added and 19 teachers or 35% at another. The totals on the teacher responses to item 3 were 49 teachers or 29% had observed and 118 or 71% had not observed. A total of 105 teachers or 63% had observed item 4 and 63 teachers or 37% had not observed.

The remaining five items concerning curriculum revision appeared on the teacher instrument only. Item 26 responses ranged from 10 teachers or 53% in one school who had observed to 15 teachers or 28% in another school who had not observed. In the whole system 67 teachers or 40% had observed and 100 teachers or 60% had not.

The responses to item 37 show that 9 teachers or 31% in one school had observed and only 3 teachers or 16% in another had observed. In the system 47 teachers or 28% had observed and 121 teachers or 72% had not.

Responses to item 32 ranged from as many as 41 teachers or 62% in one school who had observed to 27 teachers or 50% in another school who had observed. In the 4 responding schools 95 teachers or 57% had observed that course revisions had been made and 73 teachers or 43% had not observed this. Twelve teachers or 63% in one school had observed that courses had been evaluated this year. Item 34 only 11 teachers or 51% had observed and 82 teachers or 49% had not observed this.

As many as 12 teachers or 63% in one school had observed that in item 39. Only 6 teachers or 21% in another school had observed this. In all 4 schools 59 teachers or 35% had observed and 109 teachers or 65% had not observed.

Decatur City School System

Fifty-nine usable responses to the professional observation form were returned by members of the professional staff of Decatur City High School. There were 357 usable student observation forms returned from this high school. There is only one high school in the Decatur City School System.

Administrative Variables

Professional responses to item 42, "Expenditures per pupil have declines because students may complete graduation requirements in a shorter period of time," were as follows; professional observed 1 responding for 2%, professional not observed 53 responding for 98%.

Professional responses to item 43, "A great deal of record keeping is an inherent quality of the quarter system," were as follows; professional observed 18 responding for 33%, professional not observed 37 responding for 67%.

Professional responses to item 25, "Additional administrative functions have been required to operate the quarter system," were as follows; professional observed 5 responding for 9%, professional not observed 49 responding for 91%.

Professional responses to item 41, "There has been no time during

Table 3-1

Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
41					7	13	47	87
1	43	12	305	85	13	23	44	77
12	74	21	277	78	4	7	53	93
33					1	2	53	98
42					1	2	53	98
43					18	33	37	67
25					5	9	49	91

the year to effect needed remodeling and repairs of the school building," were as follows; professional observed 7 responding for 13%, professional not observed 47 responding for 87%.

Professional responses to item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities," were as follows; professional observed 13 reporting for 23%, professional not observed 44 responding for 77%. Student responses to item 1 were 43 responding for 12% on student observed and 305 responding for 85% on student not observed.

Professional responses to item 12, "Individuals have been brought in to teach special courses on a part-time basis," were as follows; professional observed 4 responding for 7%, professional not observed 53 reporting for 93%. Student responses to item 12 were 74 responding for 21% on student observed and 277 responding for 78% on student not observed.

Professional responses to item 33, "The quarter system has provided increased state financing," were as follows; professional observed 1 responding for 2%, professional not observed 53 responding for 98%.

Social Implications

Seventy-three students or 20% of those who responded marked "observed" for item 9, and none of the teachers who responded marked "observed".

To item 15, 27 students or 8% had observed and none of the teachers had observed.

Item 23 drew a response of "observed" from 219 students or 61% and 19 teachers or 34%. Only 9% of the students who responded to item 23 had observed, and none of the teachers who responded had observed.

Only the teachers responded to item 37, and only 8% or 4 teachers marked "observed".

Professional Enhancement

In response to item 5, 211 students or 59% of those who responded and 41 teachers or 72% of those who responded had observed that students had received help from subject area teachers in choosing courses.

Only 14 teachers, 25% of those who responded to item 27, observed that the quarter system had allowed for effective utilization of teachers' special abilities.

Twenty-three teachers or 40% of those who responded to item 28 marked "observed".

Only 6 teachers or 11% of those who responded to item 30 had observed that teachers had taken different quarters off for professional improvement.

Thirty teachers or 54% who responded to item 35, observed that teachers had been assigned to courses that they most like to teach; and to item 36 only 17 teachers or 30% of those who responded observed in-service meetings were difficult to schedule in the limited

Table 3-2

Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
22	219	61	130	36	19	34	37	66
9	73	20	276	77	0	0	55	100
23	32	9	317	89	0	0	57	100
15	27	8	322	90	0	0	55	100
5								
37					4	8	49	92

time between quarters.

Fifteen teachers or 40% of those who responded to item 40 observed that teachers have been employed for a full calendar year.

In the totals for the entire area of professional enhancement, 146 teachers or 35% marked "observed" and 250 teachers or 65% marked "not observed".

Program Flexibility

Sixty-two percent of the students and 63% of the teachers in Decatur High School who responded to item 7 had observed that courses had been offered to students who need special help in a subject.

Of those who responded to item 10, "Enrichment courses have allowed students to pursue special interests, 203 students or 57% and 30 teachers or 53% marked "observed".

Item 11 concerns work experience of the students and teachers who responded, 150 students or 42$ and 14 teachers or 25% had observed that work experience through cooperative programs had been provided.

Forty-seven percent of the students who responded to item 16 responded that they had observed that individual programs were designed from a wide variety of courses. Only 31 teachers or 54% of those who responded had observed this.

Fewer students indicated that they had observed that programs had been tailored for individual students. Only 112 students or 31% of those who responded had observed this, but 26 teachers or 46% of those who responded had observed it.

Scheduling Flexibility

On Item 20, "Courses failed have been made up in the summer quarter," 29 professional observations were recorded. Twenty-six professionals responded negatively.

Student responses to item 20 were 285 responding for 80% on student observed and 65 responding for 18% on student not observed. Professional responses to item 13, "Courses failed have been made up during the following year", were as follows; professional observed 43 responding for 77%; professional not observed 13 responding for 23%. Student responses to item 13 were 266 responding for 75% on student observed and 85 responding for 24% on student not observed.

Professional responses to item 21, "Students have made up failures in each quarter of the year," were as follows; professional observed 19 responding for 35%, professional not observed 35 responding for 65%. Student responses to item 21 were 131 responding for 34% on student observed and 218 responding for 61% on student not observed.

Professional responses to item 24, "Students take courses any quarter and in any order," were as follows; professional observed 2 responding for 4%, professional not observed 55 responding for 96%.

Table 3-3

Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
28					23	40	34	60
30					6	11	50	89
40					15	27	42	73
36					17	30	39	70
27					14	25	43	75
35					30	54	26	46
5	211	59	143	40	41	72	16	28

Table 3-4

Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
16	167	47	181	51	31	54	26	46
7	221	62	127	35	36	63	21	37
10	203	57	147	41	30	53	27	47
17	112	31	234	66	26	46	31	54
11	150	42	199	56	14	25	42	75

Table 3-5

Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
20	285	80	65	18	29	53	26	47
13	266	75	85	24	43	77	13	23
21	131	37	218	61	19	35	35	65
24	41	11	308	86	2	4	55	96
14	55	15	296	83	1	2	55	98
2	64	18	290	81	6	11	51	89
38					21	37	35	63
6	83	23	269	75	1	2	51	98
29					1	2	51	98
8	53	15	298	83	2	4	55	96
19	65	18	280	78	1	2	56	98

Student responses to item 24 were 41 responding for 11% on student observed and 308 responding for 86% on student not observed.

Professional responses to item 14, "Students take most courses any quarter and in any order," were as follows; professional observed 1 responding for 2% professional not observed 55 responding for 98%. Student responses to item 24 were 41 responding for 11% on student observed and 308 responding for 86% on student not observed.

Professional responses to item 14, "Students take most courses any quarter and in any order," were as follows; professional observed 1 responding for 2% professional not observed 55 responding for 98%. Student responses to item 14 were 55 responding for 14% on student observed and 296 responding for 83% on student not observed.

Professional responses to item 2, "Students have had to register for a new schedule of courses each quarter," were as follows; professional observed 6 responding for 11%, professional not observed 51 responding for 89%. Student responses to item 2 were 64 responding for 18% on student observed and 290 responding for 81% on student not observed.

Professional responses to item 38, "Registration procedures have facilitated individual course selection of student," were as follows; professional observed 21 responding for 37% and professional not observed 35 responding for 63%.

Professional responses to item 6, "The number of courses offered each quarter has made student selection of courses difficult," were as follows; professional observed 1 responding for 2%, professional not observed 56 responding for 98%. Student responses to item 6 were 83 responding for 23% on student observed and 269 responding for 75% student not observed.

Professional responses to item 29, "Most sequential course offerings have been eliminated", were as follows; professional observed responding for 2%, professional not observed 51 responding for 98%.

Professional responses to item 8, "Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan", were as follows; professional observed 2 responding for 4%, professional not observed 55 responding for 96%. Student responses to item 8 were 53 responding for 15% on student observed and 298 responding for 83% on student not observed.

Revised Curriculum

In Decatur High School, only 146 students or 41% of those who responded marked that on item 3 that they had observed that "Some courses that were offered last year were not offered this year." On item 4, "New courses have been added to the program this year," 183 students or 51% of those who responded observed that they had. Only 20% of the teachers who responded to item 3 marked "observed", and only 43% of the teachers who responded to item 4 marked "observed".

Table 3-6

Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Decatur City School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
31					34	61	22	39
26					18	32	39	68
34					31	56	24	44
32					31	54	26	46
3	146	41	203	57	11	20	44	80
39					15	27	40	73
4	183	51	167	47	24	43	32	57

In responding to the remaining items, the percentage of the teachers who responded who marked "observed" ranged from 32% in item 26, to 61% in item 31; 54% for item 32; 56% for 34, and 27% for 39.

Gwinnett County School System

On hundred and eighty-seven usable responses to the professional observation form were returned by members of the professional staffs of the secondary schools in the Gwinnett County School System. There were 1169 usable student observation forms returned from the Gwinnett County high schools. All of the Gwinnett County high schools were represented in this sample.

Administrative Variables

Professional responses to item 41, "There was no time during the year to effect needed remodeling and repairs of the school building," ranged from 5 responding for 20% to 0 responding for 0% on professional observations. On professional not observed the range was 23 responding for 100% to 20 responding for 80%. For the total system 16 responded for 8% on professional observed and 175 responded for 92% on professional not observed.

Professional responses to item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities," ranged from 9 responding for 26% to 1 responding for 6% on professional observed. On professional not observed the range was 15 responding for 94% to 25 responding for 74%. For the total system 32 responded for 18% on professional observed and 144 responded for 82% on professional not observed.

Student responses on item 1 ranged from 108 responding for 58% to 25 responding for 15% on student observations. On students not observed the range was 143 responding for 84% to 77 responding for 42%. For the total system 420 responded for 36% on student observed and 734 responded for 63% on student not observed.

Professional responses to item 12, "Individuals have been brought in to teach special courses on a part-time basis," ranged from 17 responding for 21% to 1 responding for 4% on professional observed. On professional not observed the range was 22 responding for 96% to 27 responding for 79%. For the total system 24 responded for 14% on professional observed and 151 responded for 86% on professional not observed.

Table 4-1

Number and Percent of Recorded Critical Incident Observations Referring to Administrative Variable Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
41					16	8	175	92
1	420	36	734	63	32	18	144	82
12	277	24	874	75	24	14	151	86
33					9	6	159	94
42					22	13	148	87
43					79	45	95	55
25					42	25	126	75

Student responses to item 12 ranged from 33 responding for 36% to 32 responding for 13% on student observed. On student not observed the range was 208 responding for 87% to 59 responding for 64%. For the total system 277 responded for 24% on student observed and 874 responded for 75% on student not observed.

Professional responses to item 33, "The quarter system has provided increased state financing," ranged from 4 responding for 13% to 0 responding for 0% on professional observed. On professional not observed the range was 30 responding for 100% to 28 responding for 87%. For the total system, 9 responded for 6% on professional observed and 159 responded for 94% on professional not observed.

Professional responses to item 42, "Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time," ranged from 7 responding for 30% to 0 responding for 0% for professional observed. On professional not observed the range was from 17 responding for 100% to 16 responding for 70%. For the total system 22 responded for 13% on professional observed and 148 responded for 87% on professional not observed.

Professional responses to item 43, "A great deal of record keeping is an inherent quality of the quarter system," ranged from 19 responding for 56% to 2 responding for 12% on professional observed. On professional not observed the range was 15 responding for 88% to 15 responding for 44%. For the total system 79 responded for 45% on professional observed and 95 responded for 55% on professional not observed.

Professional responses to item 25,"Additional administrative functions have been required to operate the quarter system," ranged from 9 responding for 39% to 1 responding for 6% on professional observed. On professional not observed the range was 16 responding for 94% to 14 responding for 61%. For the total system 42 responded for 25% on professional observed and 126 responded for 75% on professional not observed.

Social Implications

Student responses to item 9, "Students have graduated and left school at the end of each of four quarters," ranged from 189 or 79% in one school to a low of 4 or 25% in another. The total student responses were 786 or 86% had observed and 368 or 32% had not. Total teacher responses were 117 or 68% had observed and 55 or 32% had not observed.

Item 15, "Students have chosen to take different quarters off from school to be employed full time," was marked "observed" by 70 students or 40% of those who responded in one school and 24 students or 10% of those who responded in another. In two of the schools

Table 4-2

Number and Percent of Recorded Critical Incident Observations Referring to Social Implication Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
22	872	75	279	24	150	84	28	16
9	786	68	368	32	117	68	55	32
23	149	13	1003	86	10	6	168	94
15	270	23	881	96	18	10	158	90
5								
37					24	14	146	86

none of the teachers who responded marked "observed". The highest number of "observed" responses from teachers was 8 or 35% in one school.

Total student response was 270 or 23% had observed and 881 or 76% had not observed. Of all the teachers who responded, only 18 or 10% had observed and 158 or 90% had not.

To item 22, "Students have completed high school in less than four calendar years," a total of 872 students or 75% marked "observed". These totals included a narrow range of responses from 136 or 80% of those who responded marked "had observed" in one school to 172 or 72% who marked "had observed". The total number of teachers who marked "had observed" was 150 or 84%. As many as 24 or 96% in one school had observed. In two other schools 71% had observed.

Item 23, "Students have taken their vacation during different quarters of the year," resulted in very low percentages of students and teachers who marked "observed." Forty-five students in one school or 26% had observed. In another school only 4 students or 4% had observed. The total student responses for the system show that only 149 students or 13% had observed, and 1003 or 86% had not observed. The highest percentage of teachers who marked observed was 17% in one school. In three schools which participated, none of the teachers who responded marked "observed". The total teacher response to this item in Gwinnett was 10 teachers or 6% who marked "observed" and 168 or 94% marked "not observed".

Item 37, "The dropout rate had declined," was included on the professional instrument only. The highest percentage of "observed" responses in any school was 43% or 6 teachers. The lowest percentage which marked "observed" was 4% or one teacher. The totals responses indicate that 24 teachers or 14% had observed and 146 or 86% had not observed.

Professional Enhancement

In Gwinnett County 65% of the students who responded to item 5 indicated that they had observed that, "Students had received help from subject area teachers in selecting courses." Seventy-eight percent of the teachers who responded to this item had also observed this. Thirty-eight students in the system or 22% of those who responded marked observed for item 27. This 22% represents a range of 43% in each of two schools to 7% in another.

Nine teachers or 64% of those who responded in one school and 10 students or 33% of those who responded in another school indicated that they had observed that, "Professionals had been informed of the concepts and purposes of the quarter system" Of those who responded to item 28, 47% had observed this.

Table 4-3

Number and Percent of Recorded Critical Incident Observations Referring to Professional Enhancement Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
28					78	48	98	52
30					6	3	168	97
40					59	34	116	66
36					53	31	120	69
27					38	22	136	78
35					119	68	57	32
5	760	65	394	34	137	78	38	22

Only six teachers in the county, 3% of those who responded, have observed that, "Teachers have taken different quarters off for professional improvement." All six of these teachers responding to item 30 are in one school. Twenty-five teachers or 83% of those who responded to item 35 in one school and 18 teachers or 55% in another school have observed that, "Teachers are assigned courses they most like to teach." In the system 68% of those who responded had observed this.

Only 31% of the teachers in Gwinnett who responded to item 36 agreed that, "The time between quarters was too short to schedule needed in-service programs."

Thirty-four percent of the teachers who responded from Gwinnett to item 40 marked "observed". This represents a range of 19 teachers or 54% in one school to 2 teachers or 12% in another.

Program Flexibility

Only 31% of the students in the system who responded to item 7 marked "observed." The percentages in individual schools of those students who responded with "observed" varied from a high of 54% to a low of 19%. Teacher responses varied even more. In one school 85% of the teachers who responded marked observed. Of all teachers who responded in the system, 53% or 92 marked "observed".

The range or responses to item 10, "Enrichment courses have allowed students to pursue special interest," were not as wide as for item 7. Of the students who responded in individual schools, 56 students or 61% in one school had observed and only 29% of those who responded in another school. In the entire system, 43% of the teachers who responded marked observed and 57% had not observed.

As many as 77% of the students who responded in one school marked "observed" for item 11. However, in another school only 42% of those who responded marked "observed." Sixty-three percent of all of the students in Gwinnett who responded had marked "observed". The teacher response for the system was very close to the student response. Of all teachers who responded, 66% marked "observed." As many as 84% of the teachers in one school who responded had observed and as few as 38% in another school had observed.

Never more than 45% of the students who responded in any one school marked "observed" for item 16. As many as 61% of the teachers who responded in one school marked that they had observed that, "Individual programs were designed from a wide variety of courses". In the entire system of the students and teachers who responded, 407 students or 35% and 73 teachers or 42% marked "observed".

Table 4-4

Number and Percent of Recorded Critical Incident Observations Referring to Program Flexibility Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
16	407	35	742	64	73	42	102	58
7	355	31	801	69	92	53	80	47
10	581	50	573	49	76	43	101	57
17	233	20	919	79	65	37	112	63
11	735	63	418	36	117	66	59	34

Very few students in Gwinnett had observed that, "Programs had been tailored for individual students." The responses to item 17 indicate that of the students who responded in the individual schools, 25% in one school and 4% in another marked "observed". Only 37% of the teachers who responded in the entire system marked "observed".

Scheduling Flexibility

Professional responses to item 20, "Courses failed have been made up in the summer quarter," ranged from 32 responding for 91% to 25 responding for 74% on professional observed. On professional not observed the range was 9 responding for 26% to 3 responding for 9%. For the entire system 147 responded for 83% on professional observed and 30 responded for 17% on professional not observed.

Student responses to item 20 ranged from 212 responding for 88% to 124 responding for 71% on student observed. On student not observed the range was 49 responding for 28% to 27 responding for 11%. For the total system 972 responded for 84% on student observed and 177 responded for 15% on student not observed.

Professional responses to item 13, "Courses failed have been made up during the following year," ranged from 33 responding for 94% to 11 responding for 65% on professional observed. On professional not observed the range was 6 responding for 35% to 2 responding for 6%. For the total system 148 responded for 81% on professional observed and 35 responded for 19% on professional not observed.

Student responses to item 13 ranged from 216 responding for 90% to 147 responding for 79% on student observed. On student not observed the range was 35 responding for 19% to 23 responding for 10%. For the total system 989 responded for 85% to student observed and 177 responded for 15% to student not observed.

Professional response to item 21, "Students have made up failures in each quarter of the year," ranged from 19 responding for 83% to 8 responding for 57% on professional observed. On professional not observed the range was 6 responding for 43% to 4 responding for 17%. For the total system 130 responded for 73% to professional observed and 48 responded for 27% to professional not observed.

Student response to item 21 ranged from 64 responding for 71% to 27 responding for 29% on student observed. For student not observed the range was 68 responding for 36% to 27 responding for 29%. For the total system 763 responded for 60% on student observed and 390 responded for 34%.

Professional response to item 24, "Students take courses any quarter and in any order," ranged from 7 for 299, to 0 responding for 0% on professional observed. On professional not observed the range was 13 for 100% to 17 observed and 147 responding for 84% on professional not observed.

Student response to item 24 ranged from 60 responding for 35% to 38 responding for 16% on student observed. On student not observed 201 responded for 84% to 108 responding for 64%. For the total system 2% responded for 25% on student observed and 861 responded for 74% on student not observed.

Professional responses to item 14, "Students take most courses any quarter and in any order," ranged from 74 responding for 44% to 57 responding for 24% on professional observed. On professional not observed the range was from 182 responding for 76% to 94 responding for 55%. For the total system 28 responded for 16% on professional observed and 147 responded for 84% on professional not observed.

Student responses to item 14 ranged from 75 responding for 44% to 57 responding for 24% on student observed. For student not observed the range was 182 responding for 76% to 94 responding for 55%. For the total system 290 responded for 25% for student observed and 861 responded for 74% for student not observed.

Professional responses to item 2, "Students have had to register for a new schedule of courses each quarter," ranged from 4 responding for 31% to 4 responding for 13% on professional observed. On professional not observed the range was 26 responding for 87% to 9 responding for 69%. For the total system 38 responded for 22% on professional observed and 138 responded for 78% on professional not observed.

Student response to item 2 ranged from 64 responding for 38% to 48 responding for 20% on student observed. For student not observed the range was 192 responding for 80% to 104 responding for 61%. For the total system 316 responded for 27% on student observed and 839 responded for 72% on student not observed.

Professional responses to item 38, "Registration procedures have facilitated individual course selection by students," ranged from 16 responding for 64% to 6 responding for 35% for professional observed. For professional not observed the range was 11 responding for 65% to 9 responding for 36%. For the total system 100 responded for 57% on professional observed and 76 responded for 43% on professional not observed.

Professional responses to item 6, "The number of courses offered each quarter has made student selection of courses difficult," ranged from 3 responding for 21% to 1 responding for 4% on professional observed. On professional not observed the range was 24 responding for 96% to 11 responding for 79%. For the total system 23 responded for 13% on professional observed and 155 responded for 81% on professional not observed.

Student responses to item 6 ranged from 73 responding for 39% to 41 responding for 24% on student observed. On student not observed the range was 128 responding for 75% to 110 responding for 59%. For the total system 359 responded for 31% on student observed and 796 responded for 69% on student not observed.

Table 4-5

Number and Percent of Recorded Critical Incident Observations Referring to Scheduling Flexibility Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
20	972	84	177	15	147	83	30	17
13	989	85	163	14	148	81	35	19
21	763	66	390	34	130	73	48	27
24	290	25	861	74	28	16	147	84
14	378	33	774	67	28	o6	147	84
2	316	27	839	72	38	22	138	78
38					100	57	76	43
6	359	31	796	69	23	13	155	87
29					26	15	152	85
8	180	16	970	84	25	14	152	86
19	230	20	919	79	13	7	164	93

Professional responses to item 29, "Most sequential course offerings have been eliminated," ranged from 6 responding for 24% to 3 responding for 8% on professional observed. For professional not observed the range was 33 responding for 92% to 19 responding for 76%. For the total system 26 responded for 15% on professional observed and 152 responded for 85% on professional not observed.

Professional responses to item 8, "Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan," ranged from 6 responding for 24% to 2 responding for 6% for professional observed. On professional not observed the range was 33 responding for 94% to 14 responding for 76%. For the total system 25 responded for 14% on professional observed and 152 responded for 80% on professional not observed.

Student response to item 8 ranged from 20 responding for 22% to 22 responding for 13% on student observed. On student not observed the range was from 146 responding for 86% to 72 responding for 78%. For the total system 180 responded for 16% on student observed and 970 responded for 84% on student not observed.

Professional response to item 19, "The regular summer quarter has increased student participation," ranged from 2 responding for 14% to 0 responding for 0% for professional observed. On professional not observed the range was 30 responding for 100% to 12 responding for 80%. For the total system 13 responded for 7% on professional observed and 164 responded for 93% on professional not observed.

Student responses to item 19 ranged from 2 responding for 14% to 0 responding for 0% for student observed. For student not observed the range was 30 responding for 100% to 12 responding for 86%. For the total system 230 responded for 20% on student observed and 919 responded for 79% on student not observed.

Curriculum Revision

Student response to item 3 showed that 62 students or 56% of those who responded in one school had observed and only 22 students or 12% of those who responded in another school had observed. To item 4 the number of students who had observed ranged from 83 or 75% of those who responded in one school to 28 or 30% of those who responded in another school. The system totals for these two items showed that 882 students or 38% had observed and 1425 students or 61% had not observed. The number of teachers who responded that they had observed in item 3 ranged from 6 or 26% of those who responded in one school to only 1 or 6% of those who observed in another. Those who marked "had observed" to item 4 ranged from 10 or 71% of those who responded in one school to 5 or 29% in another. Twenty-nine teachers or 16% of those who responded to item 3 in the system had observed and 149 or 84% of those who responded had not.

To item 4 in the 7 responding schools in the system 97 teachers or 55% of those who responded had observed and 80 or 45% of those who responded had not.

The teacher response of "observed" to item 26, ranged from 11 to 44% of those who responded in another. Fifty-five teachers or 31% of those who responded in the entire system had observed and 122 or 69% of those who responded had not.

The range of "observed" responses to item 31 was even wider: No teachers in one school to 11 or 81% of those who responded in another. The totals show that 29 or 16% of those who responded had observed and 148 or 84% of those who responded had not observed. The highest percentage of teachers who responded had observed to item 32, "Course revisions have been made this year," was 54% of those who responded or 19 teachers. The lowest percentage was 33% of those who responded or 10 teachers. The total response to this item was 79 or 45% of those who observed had observed and 98 or 55% of those who observed had not observed.

The teacher response of "observed" to item 34, ranged from 23 or 77% of those who responded in one school to 11 or 31% of those who responded in another. In the system 75 teachers or 43% of those who responded had observed and 100 or 57% had not.

The last item for teachers relating to curriculum revision was number 39, "Location of a suitable textbook has been of prime importance in the development of a new course guide." Of those teachers who responded in the seven schools, 9 or 48% in one school had observed and only 5 or 14% in another had observed. Of all the teachers in the system who responded, 49 or 28% had observed and 124 or 72% had not.

Table 4-6

Number and Percent of Recorded Critical Incident Observations Referring to Revised Curriculum Items by Students and Professionals in the Gwinnett County School System

Item Number	Student Observed		Student Not Observed		Professional Observed		Professional Not Observed	
	#	%	#	%	#	%	#	%
31					29	16	148	84
26					55	31	122	69
34					75	43	100	57
32					79	45	98	55
3	243	21	910	78	29	16	149	84
4	639	55	515	44	97	55	80	45
39					49	28	124	72

Chapter Three

Summary

In response to a growing nationwide interest in the four-quarter school year in metropolitan Atlanta secondary schools, and in response to an often expressed need for an assessment of local progress of the four-quarter plan, this project was conceived and conducted. Because of the four-quarter plan as implemented in metropolitan Atlanta is unique among attempts at extended year programs in that it was not designed for fiscal reasons, considerable attention was given to precise definition of its specific objectives.

For this reason an extensive pilot study was conducted. Interviews with selected influential citizens, superintendents, steering committee members, principals and counselors; and questionnaires completed by teachers, students, and parents yielded an enormous amount of data concerning the objectives, concerns, and expectations of the four-quarter school year. Analysis of this data produced five major expectations and one major concern which were predominant underlying factors in the adoption and implementation of the four-quarter school year in metropolitan Atlanta. The five major expectations were curriculum revision, program flexibility, scheduling flexibility, social implications, and professional enhancement. The major concern centered around certain administrative variables

An instrument was designed utilizing the critical incident technique. An item analysis of the instrument was conducted to insure the valid inclusion of all the major expectations and the major concern. The instrument was then field tested. Two forms of the instrument were developed. the professional observation form and the student observation form.

The instruments were distributed to all of the professional staff members and to all of the juniors and seniors in Atlanta City, Clayton County, Decatur City, and Gwinnett County secondary schools. Responses were received from 31 of the 38 high schools.

Additional data describing the operational four-quarter plan were fathered through interviews, questionnaires, and a review of numerous school documents.

Conclusions

The absence of baseline data upon which to compare the results of the survey presented a problem in the interpretation of the data. In order to provide some insight into the possible implications of the results of the survey an arbitrary judgment was made to present those items with extreme loadings. In the discussion which follows below, items which were observed by 25% or less, and those items which were observed by 75% or more of the professionals or students in one of the participating school systems are cited.

Two immediate concerns with this interpretation were recognized. First, it might well be argued that one observation would be sufficient to establish reality, and second, the range between schools within a system is often so great that the use of system totals is questionable.

Administrative Variables

In Atlanta two items were observed by less than 25% of the responding professional staff members. Item 13, "Courses failed have been made up during the following year," was observed by 13% of the professionals. Item 18, "Students have chosen to attend all four quarters of the school," was observed by 18% of the professionals.

Only 12% of the students in Clayton County reported observation of item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities." Seven percent of the professional staff made this observation. Item 17, "Programs have been tailored for individual students," was marked observed by 17% of the responding professionals. Eleven percent of the professional staff recorded observations of item 12, "Individuals have been brought in to teach special courses on a part-time basis." Two percent reported that, "The quarter system has provided increased state financing." Item 42, "Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time," was reported as observed by 10% of the Clayton County professionals.

Students in Decatur recorded a 12% observation of item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities." Twenty-three percent of the professionals shared this observation. Only 7% of the professionals and 21% of the students reported an observation on item 12, "Individuals have been brought in to teach special courses on a part-time basis." Thirteen percent of the professionals observed item 41, "There has been no time during the year to effect needed remodeling and repairs of the school building." Only 2% of the professional staff observed item 33, "The quarter system has provided increased state financing," and item 42, "Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time." That, "Additional administrative functions have been required to operate the quarter system," was observed by 9% of the professional staff.

The results of the survey in Gwinnett County was an exact duplication of the results just described with the exception of item 1, "The completion of necessary remodeling and repairs of the school has disrupted school activities." Thirty-six percent of the students shared this observation.

Social Implications

A pattern was apparent in the responses to item of this factor. Less than 25% of the professionals in each of the counties reported observations of item 23, "Students have taken their vacations during different quarters of the year, item 15, "Students have chosen to take different quarters off from school to be employed full time," and item 37, "The dropout rate has declined."

Student responses correlate on items 23 and 15 except in Atlanta, where 31% observed item 15. Additional extremes were noted in the professionals in Decatur who did not report a single observation of

item 9, "Students have graduated and left school at the end of each of the four quarters," and in Gwinnett where more than 75% of both the students and the professionals responded as having observed item 32, "Students have completed high school in less than four calendar years."

Professional Enhancement

The pattern that emerges here is related to three of the items - 5, 27, and 30. More than 75% of the professionals in three of the four participating systems, Atlanta, Clayton and Gwinnett, have observed that, "Students have received help in selecting courses from subject area teachers." Less than 25% of the professionals in each of the four school systems observed that, "Teachers have taken different quarters off for professional improvement through either graduate studies or other enrichment experiences." Only in Atlanta did more than 25% of the professionals report observing that,"The quarter system has allowed for effective utilization of teacher's special abilities."

Program Flexibility

Only two items from this catefory received extreme loadings. In Atlanta 75% of the professionals reported that, "Work experience has been provided through cooperative programs regardless of the student's future educational plans." Only 25% of the Decatur professionals made this observation. Less than 25% of the students in Clayton and Gwinnett Counties observed that, "Programs have been tailored for individual students."

Scheduling Flexibility

More than 75% of the students in each of the four school systems reported that, "Courses failed have been made up in the summer quarter." Only in Decatur did 75% of the professionals not agree with this observation.

With the exception of Atlanta, more than 75% of the students and professionals observed that, "Courses failed have been made up during the following year."

Seventy-seven percent of the professionals in Clayton county reported that, "Students take courses any quarter and in any order."

Less than 25% of the professionals in Gwinnett and Decatur and 15% of the students in Decatur reported, "Students take most courses any quarter and in any order." Seventy-six percent of the Atlanta professionals reported, "Students have had to register for a new schedule of courses each quarter." Less than 25% of the students and professionals in Decatur and of the professionals in Gwinnett made this report.

Less than 25% of all the professionals and of the students in Decatur reported, "The number of courses offered each quarter has made student selection of courses difficult." Less than 25% of the professionals in Gwinnett and Decatur reported, "Most sequential course offerings have been eliminated."

Less than 25% of all groups reported, "Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan." Also, with the exception of Atlanta students, less than 25% of all groups observed that, "The regular summer quarter has increased the number of extra-curricular events and has promoted increased student participation."

Curriculum Revision

Less than 25% of the professionals in Atlanta and Gwinnett reported that, "Teachers have written new course guides this year." Less than 25% of the professionals in Decatur, of the students in Clayton County, and of the students and professionals in Gwinnett County reported that, "Some courses that were offered last year were not offered this year."

Notes

1 Joint Committee of Atlanta, DeKalb, and Fulton County Schools, 3 R's The All-Year School Plan, (Atlanta: Joint Committee of Atlanta, DeKalb, and Fulton County Schools, May 1957).

2 Ibid.

3 Supplementary Educational Center, Today's Challenge - Tomorrow's Opportunity, (Atlanta: Supplementary Educational Center, 1968).

4 Supplementary Education Center, Metropolitan Atlanta Region, "Four-Quarter School Year," (Supplementary Education Center, Metropolitan Atlanta Region, 1969), pp. 10-15.

5 Ibid.

6 H. R. Vanderslice, "Five Years' Experience With the All-Year School," (December, 1933), p. 257.

7 Mary Jane McReynolds, A Conceptual Design for the Implementation of the Four-Quarter Plan of Organization in the Elementary Schools of an Urban School System, (Unpublished doctoral dissertation, The University of Florida, Gainesville, 1970), p. 37, citing H. S. Irons, "Utilizing Buildings and Instructional Materials 12 Months Annually," American School Board Journal, (March, 1934), p. 19.

8 Mary Jane McReynolds, p. 34, citing George Peabody College for Teachers, Division of Surveys and Field Studies, The All-Year School of Nashville, Tennessee, Field Services No. 3, (Nashville: Georgia Peabody College for Teachers, Division of Surveys and Field Studies, 1931), p. vii.

9 Clarence A. Schoenfeld and Neil Schmitz, Year Round Education, (Madison, Wisconsin: Dembar Educational Research Services, 1964), p. 14.

10 John McLain, "Developing Flexible All-Year Schools," Educational Leadership, (February, 1971), p. 474.

11 Ibid.

12 Vernon D. MacPherson, "Keeping Schools Open All Year," Nation's Schools, (September, 1955), p. 62.

13 Ibid. p. 60.

14 Joint Committee of Atlanta, DeKalb, and Fulton County Schools, 3 R's, The All-Year School Plan, (Atlanta: Joint Committee of Atlanta, DeKalb and Fulton County Schools, May, 1957).

15 McLain, p. 474.

16 Ibid.

17 Alvin N. Zachrich, "These Misgivings Make Me Hesitate," Nation's Schools, (November, 1967), p. 69.

18 Anthony W. Scala, "Year-Round School", NASSP Bulletin, (March, 1970), p. 82.

19 Horace C. Hartsell, "The Twelve Month School," NASSP Bulletin, (December, 1953), p. 28.

20 Andrew S. Adams, "Criticisms of the Year Round School Can Be Answered," Nation's Schools, (November, 1970), p. 70.

21 William J. Fitzpatrick, "The All-Year School, Pro and Con," School and Society, (April 26, 1958), p. 191.

22 W. Scott Bauman, "Four-Quarter Plan Uses Schools All Year Long," Nation's Schools, (November, 1967), p. 69.

23 "Los Angeles Rejects Plan for Keeping Schools Open Year-Round; C lls It Costly, Inconvenient," Nation's Schools, (February, 1955), p. 122.

24 Florida Research and Development Council, Year-Round Schools for Polk County, Florida: A Feasibility Study, (Gainesville, Florida: The Educational Research and Development Council, 1966), p. 46.

25 Adams, p. 70.

26 "los Angeles Rejects . . .", p. 122.

27 Florida Research and Development Council, pp. 24-5.

28 Fitzpatrick, p. 192.

29 Ibid.

30 Florida Research and Development Council, pp. 24-5.

31 Ibid., p. 25

32 Ibid., p. 46.

33 NEA, The Rescheduled School Year, p. 13, citing Florida State Department of Education, The All-Year School, (Tallahassee, Florida: Florida State Department of Education), 1957.

34 "Los Angeles Rejects . . .", p. 122.

35 Atlanta Board of Education, The Four-Quarter School Year in the Atlanta Public Schools, (Atlanta Board of Education, 1970), pp. 19-22.

36 Supplementary Education Center, Metropolitan Atlanta Region, p. 15.

37 Fulton County Board of Education, Fulton County Schools Four-Quarter Plan, (Atlanta, Fulton County Board of Education, 1970), p. 1.

38 Hartsell, p. 23.

39 Vanderslice, p. 258.

40 Schoenfeld and Schmitz, p. 14.

41 McReynolds, p. 35.

42 Theodore Bienstok, "Resistance to Educational Innovation," Elementary School Journal, (May, 1965), p. 425.

43 John Lombardi, "The Los Angeles Study of Year-Round Operation," Theory Into Practice, (June, 1962), p. 135.

44 Florida Research and Development Council, p. 55.

45 "All Year Schools Can Wait", Nation's Schools, (March, 1964), p. 84.

46 Zachrich, p. 69.

47 Andrew Adams, "Look Hard at This Year-Round School Plan", American School Board Journal, (July, 1968), p. 12.

48 Adams, "Criticism of Year Round School Can Be Answered," p. 70.

49 Hartsell, p. 21.

50 Bauman, p. 69.

51 Fulton County Board of Education, p. 1.

52 Atlanta Board of Education, p. 20.

53 Bauman, p. 70.

54 Scala, p. 80.

55 Zachrich, p. 69.

56 Adams, p. 70.

57 Adams, p. 70.

58 Vanderslice, p. 262.

59 Adams, p. 70.

60 Paul J. Misner, "Teachers' Role in an All-Year Program", NEA Journal, (November 1948), pp. 500-501.

61 Bauman, p. 70.

62 Florida Research and Development Council, p. 48.

63 "All Year Schools Can Wait", p. 84.

64 Frank B. May, "Year-Round Schools; A Proposal, Elementary School Journal, (April, 1961), p. 389.

65 Scala, p. 81.

66 Rebecca Dennard, "The Twelve-Month Four-Quarter School Year", JOPHER (October, 1969), p. 58.

67 Fulton County Board of Education, pp. 8-59.

68 Atlanta Board of Education, pp. 1-17.

69 MACCE, I.

70 Hartsell, p. 27.

71 Ibid., p. 38.

72 Vanderslice, p. 261.

73 McReynolds, p. 29.

74 Ibid.

75 Bauman, p. 70.

76 May, p. 391.

77 Scala, p. 83.

78 MACCE, pp. I-1 - X10.

79 Dennard, p. 57.

80 May, p. 391.

81 McLain, p. 474.

82 Atlanta Board of Education, p. 19.

83 Misner, p. 501.

84 Atlanta Board of Education, p. 4.

85 Fulton County Board of Education, p. 1.

86 Henson, E. Curtis, The Four-Quarter School Year in the Atlanta Public Schools, (Atlanta: Atlanta Board of Education, January, 1970), pp. 7-14.

Bibliography

Adams, Andrew S. "Criticisms of the Year-Round School Can Be Answered," Nation's Schools, (November, 1970), 70-73.

_____. "Look Hard at This Year-Round School Plan," American School Board Journal, (July, 1968), 12-14.

"All Year Schools Can Wait." Nation's Schools, (November, 1967), 68-70.

Atlanta Board of Education. Curriculum Catalogue Quarter Courses. Atlanta: Atlanta Board of Education. 1970.

Bienstock, Theodore. "Resistance to Educational Innovation." Elementary School Journal, (May, 1965), 425-7.

Dennard, Rebecca. "The Twelve-Month Four Quarter School Year," Journal of Health and Physical Education Review, (October, 1969), 58-59.

Fitzpatrick, William J. "The All-Year School, Pro and Con," School and Society, (April 26, 1958), 191-192.

Florida Research and Development Council. Year-Round Schools for Polk County, Florida: A Feasibility Study. Gainesville: The Educational Research and Development Council, 1966.

Fulton County Board of Education. Fulton County Schools Four-Quarter Plan. Atlanta: Fulton County Board of Education, 1970.

George Peabody College for Teachers, Divisions of Surveys and Field Studies. The All-Year School of Nashville, Tennessee. Field Services No. 3. Nashville: George Peabody College for Teachers, Division of Surveys and Field Studies, 1931.

Hartsell, Horace C. "The Twelve-Month School," NASSP Bulletin, (December, 1953), 18-33.

Henson, E. Curtis, The Four-Quarter School Year in the Atlanta Public Schools, (Atlanta: Atlanta Board of Education, January, 1970).

Joint Committee of Atlanta, DeKalb, and Fulton County Schools. 3 R's, The All-Year School Plan. Atlanta: Atlanta, DeKalb, and Fulton County Schools, 1957.

Lombardi, John. "The Los Angeles Study of Year-Round Operation," Theory Into Practice, (June, 1962), 135-136.

"Los Angeles Rejects Plan for Keeping Schools Open Year-Round; Calls It Costly, Inconvenient." Nation's Schools, (February, 1955), 122-124.

MacPherson, Vernon D. "Keeping Schools Open All Year", Nation's Schools, (September, 1955), 60-62.

McLain, John. "Developing Flexible All Year Schools," Educational Leadership, (February, 1971), 473-475.

MacReynolds, Mary Jane. A Conceptual Design for the Implementation of the Four-Quarter Plan of Organization in the Elementary Schools of an Urban School System. Unpublished Doctoral Dissertation, The University of Florida, Gainesville, 1970.

May, Frank B. "Year Round Schools; A Proposal," Elementary School Journal. (April, 1961), 387-390.

Metropolitan Atlanta Coordinating Council for Education. Inter-System Course Guide. Atlanta: MACCE.

Misner, Paul J. "Teachers' Role in an All-Year Program," NEA Journal, (November, 1958), 500-501.

National Education Association. The Reschedule School Year. Washington: NEA.

Scala, Anthony W. "Year Round School," NASSP Bulletin, (March, 1970), 78-89.

Schoenfeld, Clarence A., and Neil Schmitz. Year Round Education. Madison: Dembar Educational Research Services, 1964.

Supplementary Education Center, Metropolitan Atlanta Region. Four-Quarter School Year. Atlanta: Supplementary Education Center, 1969.

Vanderslice, H. R. "Five Years' Experience With the All-Year School," Elementary School Journal, (December, 1953), 256-268.

Zachrich, Alvin N. "These Misgivings Make Me Hesitate," Nation's Schools, November, 1967.

Appendix

Student Observation Items

1. The completion of necessary remodeling and repairs of the school has disrupted school activities.

2. Students have had to register for a new schedule of courses each quarter.

3. Some courses that were offered last year were not offered this year.

4. New courses have been added to the program this year.

5. Students have received help in selecting courses from subject area teachers.

6. The number of courses offered each quarter has made student selection of courses difficult.

7. Courses have been offered for those students who need special help in a subject.

8. Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan.

9. Students have graduated and left school at the end of each of the four quarters.

10. Enrichment courses have allowed students to pursue special interests.

11. Work experience has been provided through cooperative programs regardless of the student's future educational plans.

12. Individuals have been brought in to teach special courses on a part-time basis.

13. Courses failed have been made up during the following year.

14. Students take most courses any quarter and in any order.

15. Students have chosen to take different quarters off from school to be employed full time.

16. Individual student's programs have been designed from a wide variety of courses.

17. Programs have been tailored for individual students.

18. Students have chosen to attend all four quarters of the school year.

19. The regular summer quarter has increased the number of extra-curricular events and has promoted increased student participation.

20. Courses failed have been made up in the summer quarter.

21. Students have made up failures in each quarter of the year.

22. Students have completed high school in less than four calendar years.

23. Students have taken their vacation during different quarters of the year.

24. Students take courses any quarter and in any order.

Professional Observation Items

1. The completion of necessary remodeling and repairs of the school has disrupted school activities.

2. Students have had to register for a new schedule of courses each quarter.

3. Some courses that were offered last year were not offered this year.

4. New courses have been added to the program this year.

5. Students have received help in selecting courses from subject area teachers.

6. The number of courses offered each quarter has made student selection of courses difficult.

7. Courses have been offered for those students who need special help in a subject.

8. Seasonal extra-curricular activities have prohibited students from taking full advantage of the quarter plan.

9. Students have graduated and left school at the end of each of the four quarters.

10. Enrichment courses have allowed students to pursue special interests.

11. Work experience has been provided through cooperative programs regardless of the student's future educational plans.

12. Individuals have been brought in to teach special courses on a part-time basis.

13. Courses failed have been made up during the following year.

14. Students take most courses any quarter and in any order.

15. Students have chosen to take different quarters off from school to be employed full time.

16. Individual student's programs have been designed from a wide variety of courses.

17. Programs have been tailored for individual students.

18. Students have chosen to attend all four quarters of the school year.

19. The regular summer quarter has increased the number of extra-curricular events and has promoted increased student participation.

20. Courses failed have been made up in the summer quarter.

21. Students have made up failures in each quarter of the year.

22. Students have completed high school in less than four calendar years.

23. Students have taken their vacations during different quarters of the year.

24. Students take courses any quarter and in any order.

25. Additional administrative functions have been required to operate the quarter system.

26. Teachers have developed new courses this year.

27. The quarter system has allowed for effective utilization of teacher's special abilities.

28. Professionals have been informed of the concepts and purposes of the quarter system.

29. Most sequential course offerings have been eliminated.

30. Teachers have taken different quarters off for professional improvement through either graduate studies or other enrichment experiences.

31. Teachers have written new course guides this year.

32. Course revisions have been made this year.

33. The quarter system has provided increased state financing.

34. Courses have been evaluated within the last year.

35. Teachers have been assigned to courses they most like to teach.

36. The time between quarters is so limited that it has been difficult to schedule needed in-service programs.

37. The dropout rate has declined.

38. Registration procedures have facilitated individual course selection by students.

39. Location of a suitable textbook has been of prime importance in the development of a new course guide.

40. Teachers have been employed for a full calendar year.

41. There has been no time during the year to effect needed remodeling and repairs of the school building.

42. Expenditures per pupil have declined because students may complete graduation requirements in a shorter period of time.

43. A great deal of record keeping is an inherent quality of the quarter system.